Lightfoot

BULLETIN

1974/1976

Maryville College
Maryville, Tennessee

IN BRIEF

Co-educational college of liberal arts.

Founded in 1819; related to the United Presbyterian Church.

Granting the degrees of Bachelor of Arts and Bachelor of Music.

Welcomes applicants without regard to race, color, or religious belief.

Accredited by the Southern Association of Colleges and Schools.

Enrollment of approximately 700 from 34 states and 11 foreign countries.

375-acre campus includes 20 buildings on the central campus with athletic fields and woodlands with picnic area and naturally formed amphitheatre.

1974-1976 Catalog Issue
of the
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1974|76

Maryville College BULLETIN

Maryville, Tennessee
37801

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and catalogs . . .

You have read fifty already, haven't you? Or *did* you read them? Would it be more correct to say that you have picked up fifty or even a hundred, flipped through them, looked at the pictures and the sections describing the social or academic life (depending upon your set of mind) and promptly looked for another catalog, and another one, and another one . . . ?

This catalog is the *other one.* It is written for you. It is written to be read. It contains some important thoughts about the meaning of college, as well as necessary facts about Maryville College—how to apply, how much it will cost, courses you may take and who will teach them.

We are in the business of providing quality education, but we are also in the business of caring about you as a person. We believe education is more than mental gymnastics. You will have the freedom at Maryville College to form ideas and test them as you search for purpose and meaning in your life.

Ideas exist creatively only as they relate to persons and values. You will find many types of people with varied views about life styles. We will encourage you to develop your own value system within the framework of Maryville's community standards.

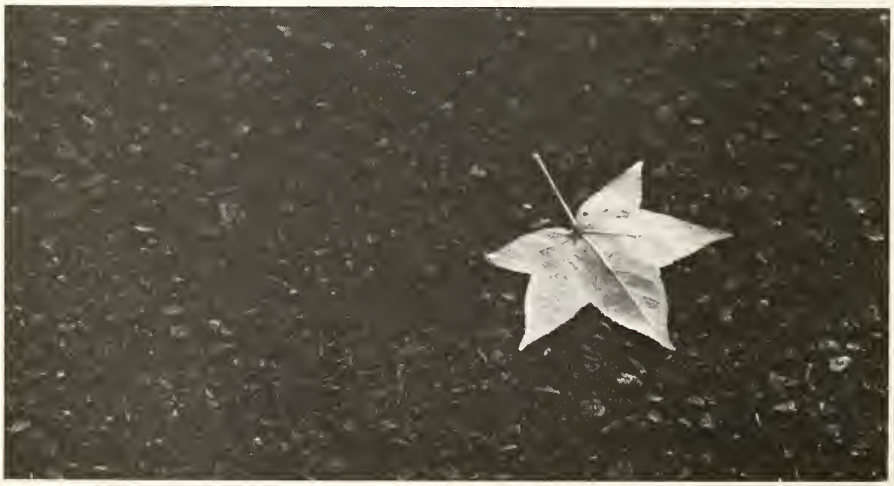
You will find a climate which permits you to grow and change, to talk about life as it really is, and to continue your search for your own identity. We do not claim to have all the answers. We challenge you to ask the right questions.

Maryville College Is for Learning

Most of your studies at Maryville will be carried on in small groups in which students and teachers work together to find out what it means to be human. Maryville's primary aim is to create an atmosphere in which learning can and will take place as persons discover their needs and decide to meet them. This process requires continuous reevaluation of what education is all about and how Maryville can adapt its curriculum and program to permit education to happen.

Maryville College has been in the business of higher education for a long time—155 years to be exact. It owes much to the past, but it is not bound to it. Neither is it isolated nor insulated from the ills of contemporary society. It is a twentieth century institution very much aware of the world with its opportunities and its problems. With a student body under 1000 and a concerned faculty Maryville offers you a personalized experience in an increasingly depersonalized world.

In the Maryville community, you will find persons with many different religious backgrounds, attitudes and experiences but also many persons who hold a strong commitment to the Christian faith.



It's Up to You

The choice of a college is yours—one of the most important choices you will ever make. You have over two thousand colleges and universities of all shapes and sizes from which to choose *one*. You will be related to this choice for the rest of your life as a student and an alumnus. You will want to make a wise choice.

Maryville College strives for an ideal in the "whole personality" approach to education. We have not "arrived" yet, but we're on the way. In the pages of this catalog we make an honest attempt to tell you what we are about. We want you to understand the purposes and programs of Maryville College. After you have read about us, we hope you will visit the campus and give us the opportunity to show you in person what we have tried to tell you in words and pictures. We would like for you to join us in the pursuit of this ideal and make Maryville College *your college*.

YOUR LIFE AT MARYVILLE

A part of what Maryville College will mean to you is wrapped up in what you bring to it—personality, ideals, curiosity, and your view of man.

Maryville is keenly concerned for you as an individual and offers many opportunities for you to interact with other students and faculty. A continuous mission for both students and faculty is improvement of campus community life and spirit. The community will accept your individuality and provide an opportunity for you to accept others with different backgrounds and ideals. The way is open for you to contribute according to your time, interests, and special abilities, and in turn to benefit from what others have to contribute. You can know the sense of fellowship that comes with opportunities for corporate worship, common intellectual and cultural experiences, and creative and re-creative leisure activities. You can contribute to the common good of the community through a democratic organization and process which can be educational in terms of citizenship and beneficial in terms of personal growth.

The College has developed a program of small-group living in which a junior or senior counselor lives with eight freshmen. The counselors, whose responsibilities supplement those of the head resident, receive special training and are available to help you as a new student form good study habits and use your new college freedom wisely.

PEARSONS HALL

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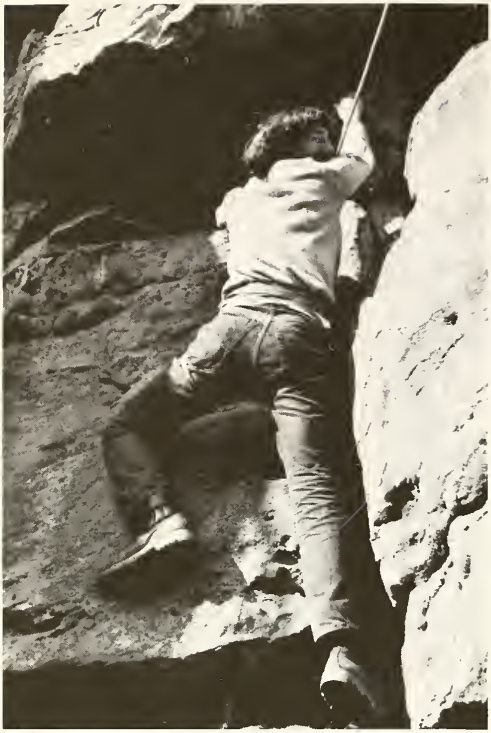
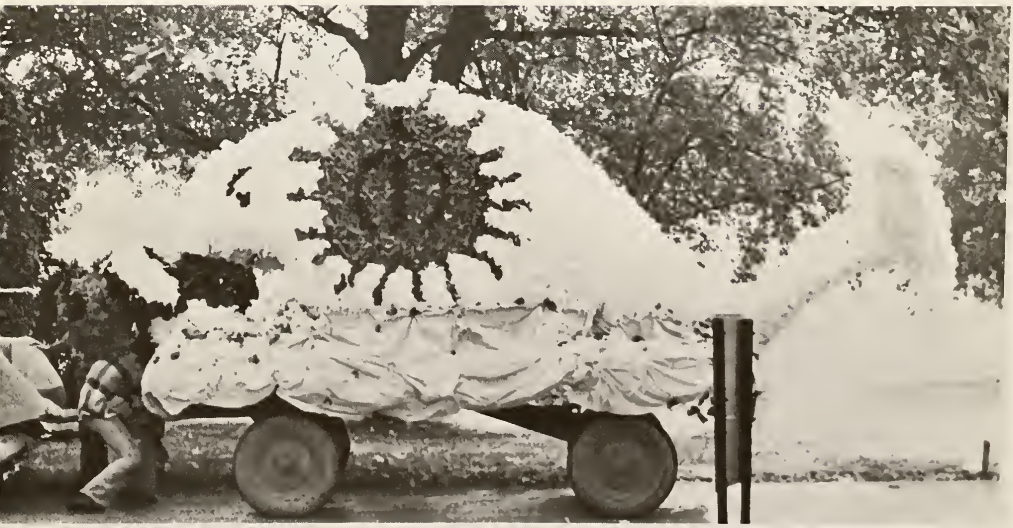
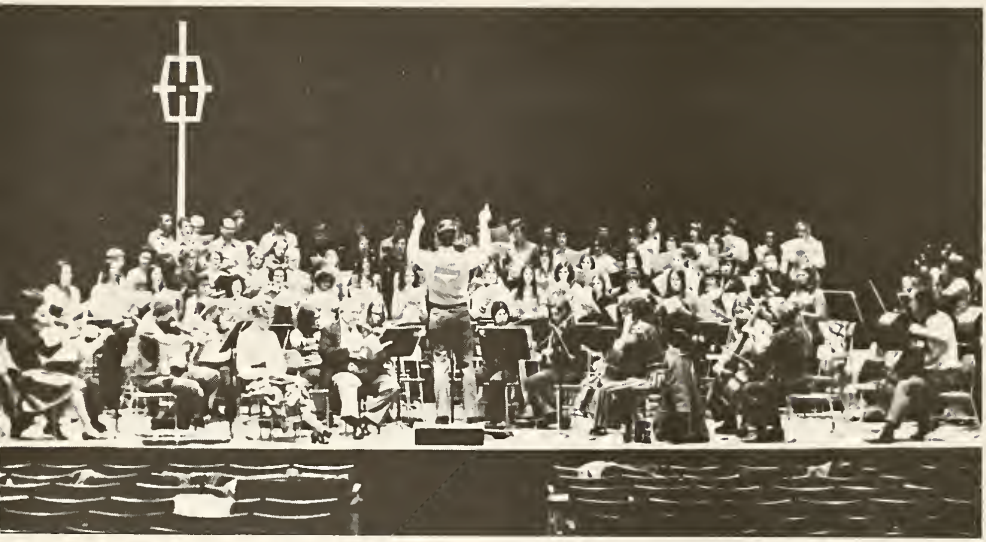




Community Government

At Maryville College you will have an opportunity to help establish, maintain and amend guidelines for community living. Because genuine community life depends upon the responsible participation of all its members, we want you to be involved in decision-making processes to the extent that your time, training and experience will permit.

An 18-member All-College Council, made up of six students, six faculty members and six administrative officers and staff, acts upon matters relating to the life of the entire community—academic, religious, social, cultural and recreational. Smaller committees (which are open to freshmen) involve nearly all phases of college life and make it possible for all interested students, faculty and administrators to participate in governing the College.

Without apology Maryville College has set as a goal the ideal of community living. We seek those who have the faith and courage and patience to work toward translating this ideal into reality. As a

prospective member of the community you will be asked to consider seriously the announced purposes before making a commitment. We do not have a long list of "do's and don'ts," but as in any community, the Maryville community has established certain guidelines for itself and its members and expects you, as a member, to structure your life within the context of these guidelines. The privilege of continuing as a member of the community is dependent upon your choices in these matters.

Religious Life

Religion is very personal. The expression of religion is both personal and social. Maryville College functions on the assumption that religion and its expression are bound up in the totality of one's life. There should be no division between sacred and secular. Maryville operates on the premise that it is possible to be open to knowledge and to the truth simultaneously. An education that truly liberates involves full and free exploration.

Marygold

To this end, Maryville seeks to be the kind of community where you can coordinate and integrate your intellectual, religious, social, cultural, and physical activities. However, there are certain specific opportunities planned by the Religious Life Council (a joint student-faculty-administration group under the leadership of the College chaplain) for the express purpose of providing avenues of Christian training, dialog, and service.

Sunday vesper services provide an opportunity for you to hear fellow students, faculty members, outstanding religious leaders and music by the choir and small group ensembles. New and experimental forms of worship often are used in these services. There is a special period of emphasis on the Christian faith (known as February Meetings) when the entire College community has the privilege of entering into a discussion of what it means to be Christian in today's world. The interest from a fund established in 1965 by the Maryville College Board of Directors in honor of Dr. Ralph W. Lloyd, the sixth president of the College, is used to bring leading philosophers and theologians to the campus to speak on aspects of the Ecumenical Movement, in which Dr. Lloyd for many years was an outstanding leader.

Certain religious services have become a part of a rich and vital spiritual tradition: Advent Vespers, Handel's *Messiah*, the Feast of Lights, Good Friday Service, and the Easter Sunrise Service. We invite you to join members of the community in these times of worship and to find other avenues of religious expression which have particular meaning for you.

The Arts at Maryville

Guest artists visit the campus throughout the year for a series of four to six Performing Artists Concerts. Maryville's own musicians and musical organizations including the choir, band, oratorio chorus, and orchestra present regularly scheduled recitals and concerts.

The Maryville College Playhouse presents at least three major dramatic productions during the year. You will have an opportunity to act, direct, and help in all phases of production in the excellently equipped theatre. The Playhouse also presents workshop productions and a film series. A small studio theatre has recently been

equipped for experimental productions, providing a testing ground for serious students of drama. During the summer, townspeople join with the College community for a summer theatre program.

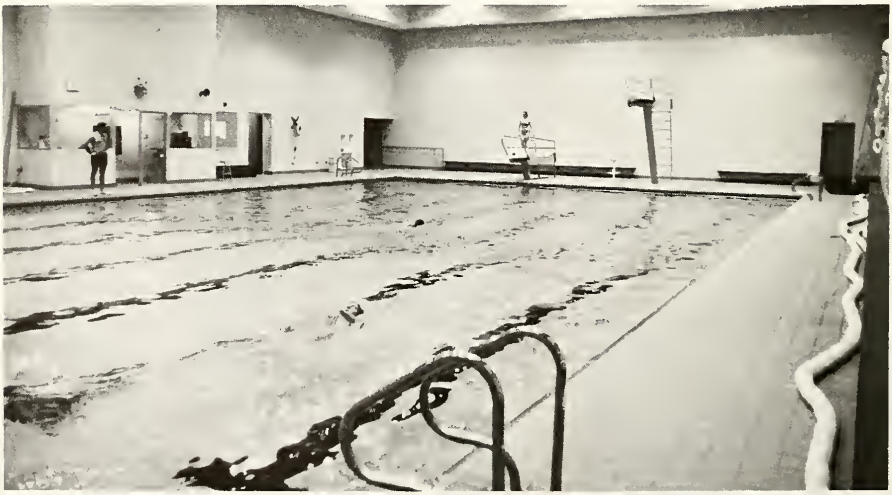
A different art exhibit is presented each month in the Fine Arts Center Gallery, offering a variety of work including that of students, faculty, local and visiting artists.

In 1967 Maryville College became one of ten institutions involved in the Affiliate Artists program. This program places young, professional artists in colleges over the nation as a creative link between performer and audience.

Maryville is only 15 miles from Knoxville where local and professional touring groups present lectures, ballets, concerts, plays and contemporary Broadway musicals. You will be free to take advantage of as many of these as your interest, time and money will permit.

Campus Activities and Organizations

Intercollegiate athletic teams play full schedules in football, basketball, wrestling, track, baseball and tennis. Intramural sports for both men and women attract a large number of students who com-



pete individually and as members of society, dormitory, or independent teams.

The Social Events Committee sponsors dances, movies, skiing, hikes and cookouts in the mountains, and regular evenings of informal recreation for students and faculty. The tennis courts, indoor olympic-size swimming pool, and other facilities are available at scheduled times for any member of the College community who wishes to use them.

You will have an opportunity to join small groups of students, faculty, staff, and townspeople in such creative leisure activities as hiking, camping, photography, painting and sketching, folk music, drama, and crafts. The occasional common interest groups provide an avenue to extend your relationships to those outside your own everyday sphere of contact.

If you have worked on the staff of your high school newspaper or yearbook, or if you have always had the yen to do so, perhaps you will be interested in serving in some way on the staff of the weekly College newspaper, *The Highland Echo*, or the College yearbook, *Chilhowean*.

You should be able to find your place in one or more of the various student organizations:

Athletics	Women's M Club Varsity Lettermen's Club
Dramatics and Forensics	Debate Team Playhouse
Education	Student National Education Association
Honor Societies	Alpha Gamma Sigma (requirements similar to those for Phi Beta Kappa) Beta Beta Beta (biology) Freshman Women's Honor Society Gamma Nu Epsilon (physics) Pi Delta Phi (French) Pi Gamma Mu (social science) Pi Kappa Delta (forensics) Psi Sigma Mu (psychology) Sigma Delta Pi (Spanish) Tau Kappa Chi (music) Theta Alpha Phi (drama)
Music	College-Community Orchestra College Concert Choir Highlander Band Oratorio Chorus
Political	Campus Republicans Young Democrats Club
Professional Societies	American Chemical Society (Maryville College affiliate chapter) Delta Omicron (music) Phi Mu Alpha Sinfonia (music)
Service Groups	Circle K Cooperative Fire Crew
Social Organizations	Alpha Sigma Chi Beta Kappa Phi Sigma Mu Chi (for married students) Theta Epsilon

You will find Maryville ready to listen to you and your ideas. You will discover here an open avenue to try out some experiments in living. We invite you to come and get on with your life!

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WHAT YOU CAN EXPECT ACADEMICALLY

Maryville College has always served a broad spectrum of students both academically and geographically. Over the years, students have come from most of the states and a number of foreign countries, thereby offering a broad social and cultural mix. Maryville has attracted many of the nation's best students and at the same time has made it possible for average students to compete successfully in its academic program.

Each year many Maryville seniors win scholarships and fellowships to graduate schools. The academic program provides excellent preparation for graduate study; it also provides the basic requirements for many vocations which can be entered immediately upon graduation.

We're Flexible . . .

But You'll Have To Study

The curriculum includes a group of courses taken by every student, referred to as the "core," which introduces every student to an essential portion of the vast store of human thought and knowledge and stimulates him to come to grips with it.

The Instructional Program Committee (a committee of the All-College Council composed of students, faculty and staff) is charged with the major responsibility of developing an academic program which will encourage your intellectual and personal growth. This Committee continually reevaluates the curriculum, requirements for graduation, the resources which support the learning process, and special needs of particular student groups. If an academic program is to be responsive to ever-changing needs it must be under constant review. It must remain essentially stable without becoming "fixed" and be flexible without sacrificing its integrity. During your four years at Maryville you may serve on a committee which could confirm or change academic requirements and opportunities. Our objective in the academic planning is to build a total program which will translate the goals and purposes of the College into a learning experience that is sound and at the same time imaginative and exciting—one that will challenge both faculty and students to attain the highest level of intellectual and personal excellence.

Realizing that the "knowledge explosion" has made it impossible for you to know everything, the Maryville College faculty will help you select the essentials which seem most valuable as a foundation for your life-long pursuit of learning.

You will take three courses during the 10-week fall term, one course in the 3-week interim, and three courses during each of the 10-week winter and spring terms. It works out in a simple formula, 10-3-10-10 by weeks or 3-1-3-3 by courses. During the 3-week interim, the change of both method and pace frees you from the normal class schedules and enables you to explore one subject in depth or to become involved in problem-solving activities. The summer term is divided into three 3-week sessions, and you will take one course each session, with classes meeting two periods a day, five days a week.

The curriculum also offers you the opportunity to specialize in one of the following 19 major fields or to propose your own individual major across departmental lines:

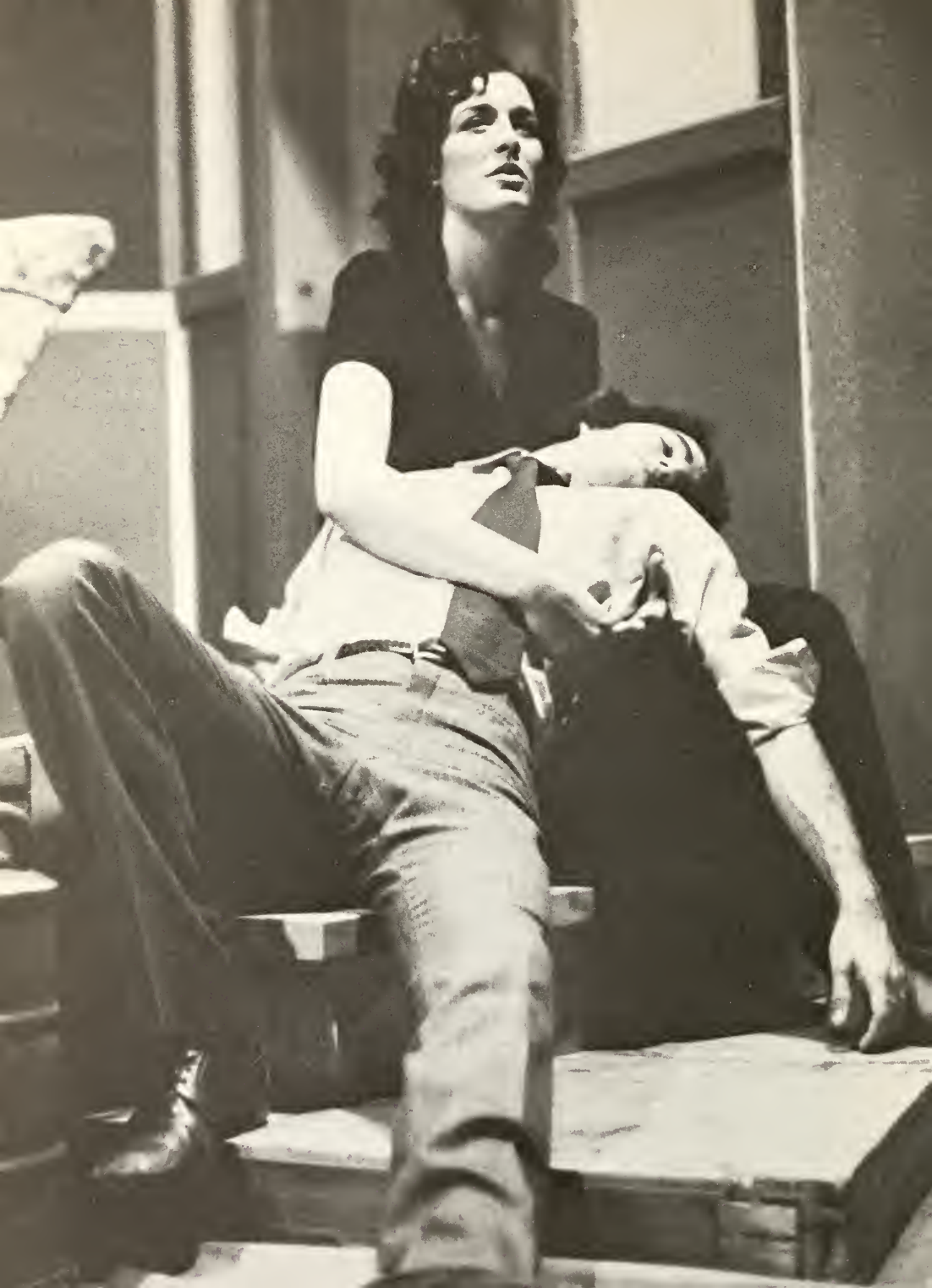
- Art
- Biology
- Chemistry
- Economics
- Elementary Education
- English
- Foreign Languages
- Health and Physical Education
- History
- Mathematics
- ~~Medical Technology~~
- Music
- Physics
- Political Science
- Psychology
- Recreation
- Religion
- Sociology
- Speech-Theatre

In selecting a major you may confer with your freshman faculty advisor. Once you have decided on an area of specialization, you will consult with a designated departmental advisor.

If you feel that your needs cannot be met by one of the 19 departmental majors you are free under certain conditions to develop your own program of study in consultation with appropriate faculty members in what we call an "individualized major."

A major consists of a sequence of 10 courses minimum or 12 courses maximum. Requirements for each major are found under Courses of Instruction.

The weekly Community Issues and Values program is a supporting part of your regular course structure. Along with the entire College community you will confront crucial issues of the day in religion, politics, economics, social relations, the arts, and personal living; have an opportunity to develop values to meet these issues; and then choose a course of action.



Opportunities for Independent Study

The College seeks the flexibility that will enable you to develop your scholarly background along special interest lines or to pursue a subject in greater depth than the classroom situation provides. To this end, there are several ways available for you to do independent study.

General Honors Program—Students of superior ability and excellent overall scholarship may carry on independent study relating to courses in which they are registered. This honors work will consist of study beyond the usual materials and requirements of the course to which it applies. It may take the form of reading, writing, or experimentation, or any combination of these, as worked out with the instructor and within the honors requirement set up by the department to which the course belongs. To be eligible, the student must have a 3.0 cumulative average and have been in residence for one term and one interim. Successful completion of this work is entered on the student's record.

Independent Study in a Course—Any student with a 3.0 cumulative average may pursue independently, without class attendance, any course in the catalog, subject to the following requirements:

a. He has completed one term and one interim in residence at the College.

b. He has the permission of the course instructor, has the outline of the course, and is given bibliographical help by the instructor.

c. He registers for the course, as part of his regular load, at the beginning of the term in which the course is offered.

d. He takes and passes a comprehensive examination at the end of the course, and meets any other requirements agreed upon with the instructor.

Independent Interim—A student who wishes to pursue a topic or activity not covered in the published list of interim projects is invited to submit in the preceding spring an individual proposal, subject to approval by the Interim Committee. The proposal must include an outline of the project, a statement of objectives, methods of achieving the objectives, resources to be used, a plan for evalua-

tion, and signatures of the sponsoring instructor and the off-campus advisor (if the project is to be off-campus).

Junior-Senior Independent Study—As a graduation requirement every student registers for courses 351-352 in his major department. This is an independent study program that offers opportunity for intensive work, creativity and innovativeness in a subject of your own choosing. The work may involve a reading program, an investigative project, laboratory or field research, creative activity such as writing, play production, or some original contribution as in art or music. You will be encouraged to work on your own initiative with the added benefit of personal faculty guidance and supervision.

Individual Study Course—Any student of junior or senior class standing may substitute for one of his major courses an individual study course numbered 350 in each department if the following conditions are met:

a. He secures approval from the chairman of his major department for a mutually agreed upon program of reading or experimental study.

b. An instructor is available whose schedule and load will permit regular conferences to give guidance and assess progress in the individualized study.

c. He pays an additional fee of $25 to cover the difference in cost between individual and class instruction.

Environmental Education Center

Maryville College is a pioneer in both resident and day-use programs of environmental education. In cooperation with the National Park Service, Maryville College operates an Environmental Education Center in the Great Smoky Mountains National Park. It is used by more than 4,000 secondary and elementary children and their teachers each year; but a primary goal of the Center is to afford Maryville College students the opportunity to develop ecological competence and environmental awareness as they prepare themselves academically. A student may spend a ten-week term at Tremont and receive three course credits. A fifth-year internship, involving nine months of work and study at Tremont, is available to

college graduates who want further preparation in environmental education. These programs are described in detail under interdisciplinary courses.

Off-Campus Experiences

Increasing opportunities for independent work are available off campus to supplement and enrich the on-campus experience. Some interim projects have involved trips abroad for study in England, Greece, Spain, the Holy Land, Russia, and the Caribbean Islands. Others, closer home, have included archaeological explorations in Georgia and South Carolina, folklore collection in the Great Smoky Mountains, a study of Colonial history in Williamsburg, participation in the cultural life of New York City, and field experiences in desert biology in Arizona.

During regular terms as well as the interim, students are finding opportunities for field work in schools, hospitals, businesses, and social agencies. The Psychology Department, in cooperation with the Little Tennessee Valley Educational Cooperative, has recently arranged for supervised practical experience for psychology majors throughout their senior year. Other off-campus programs are listed below.

The Junior Year Abroad—Maryville has an exchange agreement with the American College in Paris, which should be of particular interest to French majors, but the College cooperates in planning programs and arranging credit with a variety of foreign colleges and universities. Those who are interested should talk with the Dean of the College early in the sophomore year.

Field Experiences for Science Students—Maryville belongs to the Mid-Appalachia College Council, Inc. (MACCI), a group of 11 regionally affiliated liberal arts colleges. Because of this relationship, Maryville College students may participate in field biology work at a teaching and research center on Norris Lake and in honors seminars in biology, chemistry, and physics at Oak Ridge Associated Universities. An added benefit is meeting, living and working with students from other colleges.

Honors-calibre students in biology, chemistry, computer science, mathematics and physics may apply for the Argonne Semester. If accepted, the student may spend the fall and interim terms

of the senior year at Argonne National Laboratories, Argonne, Illinois, participating in research and experiencing a research environment. Students work under the supervision of an Argonne scientist or engineer who offers a challenging short-term research project associated with longer term core investigation. In addition, the student participates in the Research Supportive Activities program, involving classroom and laboratory work in modern research techniques and instrumentation. Credit is awarded for two terms of Independent Study and for the Senior Interim course.

The Washington Semester—Another off-campus offering is the Washington Semester, taken through The American University in Washington, D.C. Students participating in this program spend time in the nation's capital for a study of American national government.

Maryville recognizes the basic need for expression of individuality, and through these programs it offers opportunities for experimentation and expansion, thus providing a jumping-off place for further self-discovery.

Pre-Professional Preparation

A liberal arts emphasis with concentration in one area is the best undergraduate preparation for a professional career. Graduate and professional schools do not usually require specific undergraduate majors, though they sometimes stipulate prerequisites. Consulting the catalogs of these schools will help you in planning your undergraduate curriculum. In consultation with your faculty advisor, you can work out a program suitable to your interests. The following general guidelines may be helpful:

Engineering—Today's engineers have found that technical knowledge alone is not sufficient to solve the increasingly complex problems that they face. They must come to grips with the social, ethical, and philosophical questions with which the liberal arts are concerned. To provide the engineer with a strong liberal base for his technical training, Maryville College has entered into a cooperative arrangement with the Georgia Institute of Technology and the University of Tennessee.

Under this program Maryville students receive both a liberal arts education and a professional education in engineering or applied science. At the end of a five-year period (three at Maryville and two

at either Georgia Tech or UT), the student can have earned both a B.A. from Maryville and a B.S. from the cooperating institution. (The exceptional student may apply for admission to the M.S. rather than the B.S. degree program.)

During the three years at Maryville the student fulfills the following requirements:

11 core courses: English 105, 121, 122; History 121, 122; Science 101; Humanities 101; Fine Arts 201; Non-Western Studies 301; Economics 201; and one course in religion.

14 technical courses: Mathematics 102, 103, 201, 203, 301; Chemistry 201, 202, 203; Physics 201, 202, 301, or 311; Science 218; and two courses in engineering drawing.

3 interim courses

1 term of independent study

1 elective

6 terms of health and physical education

2 CIV credits

Upon satisfactory completion of this three-year program the student will transfer to the engineering school. After one year of approved study with at least a C average, Maryville will grant the B.A. degree. After completion of all courses prescribed in the current catalog for junior and senior engineering students, the cooperating school will grant the B.S. degree.

Dual degree candidates are eligible to seek any of the following degrees: Bachelor of Aerospace Engineering, Ceramic Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Engineering Economic Systems, Engineering Science, Industrial Engineering, Mechanical Engineering, Nuclear Engineering, Textile Chemistry, Textiles, Textile Engineering, Health Systems; the Bachelor of Science in the applied sciences, including biology, chemistry, information and computer science, mathematics, physics, and psychology; and the Bachelor of Science in Industrial Management and various other specialized areas.

Those interested in this program should consult the Dual Degree Coordinator in the Department of Mathematics.

Pre-Law—Admission to law school is usually determined by the total undergraduate record and the results of one's score on the national legal aptitude test. It is important that the prospective law school candidate acquire skill in written and oral English, the ability to think clearly and independently, and an understanding of social, economic, and political institutions. Economics, English, history, and political science are among the majors recommended.

Library Science—The choice of the major field can be determined by your interests. You should be aware of new opportunities in specialized library work in such areas as law, medicine, music, and the sciences.

Medicine and Related Professions—Maryville College has an excellent record in the preparation of students for medical schools. Students planning to study medicine, dentistry, pharmacy, nursing, or veterinary medicine usually follow a pre-medical curriculum majoring either in biology or chemistry. Those who plan to enter medical technology will find the program outlined under Courses of Instruction. For those interested in preparing for the paramedical professions or such fields as hospital administration, the individualized major may be the best route. Students are advised to study graduate school catalogs to determine the prerequisites for their chosen professions and then to plan with their advisors the appropriate course of study. Those planning to go into physical therapy should work with the Departments of Biology and Health and Physical Education. Those planning to go into music therapy should consult members of the Music Department. Interim terms provide excellent opportunities for field experiences in all of these areas.

Church-Related Vocations — If you plan to attend a theological seminary in preparation for the ministry or for Christian education, you may follow any one of several fields of concentration. Favored majors are English, history, psychology, religion, and sociology, with elective work in philosophy. The preministerial student is advised to fulfill the core language requirement with French or German and take Greek as a second language.

Social Work and Public Welfare—Students planning to enter the field of social work, public welfare or public administration will find that the courses in economics, history, political science, and sociology provide a good foundation. Interim projects and independent study programs can be adapted in ways that will contribute to future careers in these professions.

Teaching—Prospective public school teachers should consult the education section under Courses of Instruction. Those interested in college teaching will find it helpful to discuss their plans with their major advisors and other members of the faculty.

Science Studies In Programs

It is clear that society faces serious and basic problems involving a strong relationship to science and technology (i.e., the familiar three p's of population, pollution, and poverty). However, it is also clear that the solution will not only involve more scientific information, but also a consideration of social, economic, political and religious values in a most fundamental way.

To respond to this challenge of problem solving, the science departments, in cooperation with other departments, have organized around four Programs.

Program In Pre-Professional Studies—This Program is designed to prepare a student for the pursuit of further education in a science area at levels beyond the undergraduate. Major areas of concentration are biology, chemistry, mathematics, physics, and psychology. Students interested in careers in research, teaching or any field of medicine should major in one of these departments.

Individualized Majors: The three Programs listed below are designed as focal points for students wishing to choose an individualized major involving interdisciplinary contact between science and other areas. The courses of study which make up the major will be developed under the guidelines of the Committee on Individualized Majors (see page 27 in catalog). Students in other majors are strongly encouraged to elect courses related to these Programs.

Program In Behavior—This Program centers on the fundamental principles of animal and human behavior. Through the study of topics such as motivation, emotion, learning, and personality, an interdisciplinary approach is taken toward the understanding of patterns of behavior in individuals, groups, and societies, whether they be of men or animals.

Program In Environmental Quality—The approach of this Program centers around two focal points: (1) the scientific techniques and knowledge fundamental to an understanding of the basic principles of ecology and (2) the sociological, economic, and political

ramifications of the proper management of the limited resources of our planet.

Program In Science, Values and Society—This Program is concerned with the ethical, social, religious, and legal implications of the continued advancement and use of the knowledge of science and technology. Because of the rapidity of the gain of new knowledge and its power to influence the cultural patterns of man, attention is directed toward thinking about possible futures *before* they happen.

A BIT OF HISTORY

We want to give you a look at how Maryville has come to be, not to dwell on the past by any means, but to give you a sense of how the basic character of the College was formed, and how this growth contributes to Maryville today and tomorrow.

Maryville's interest in quality education began in 1811 when Isaac Anderson, a circuit-riding, Scotch-Irish minister, became discouraged over the poverty that he found everywhere and the lack of education to overcome it. He was determined to meet these needs in Maryville, literally a "frontier" town at that time, by recruiting potential leaders from among the Appalachian people. Anderson defied the institution, the church, even the established northern seminaries, and started a school of his own. He took the long-bearded, grudgingly independent anti-nationalists right out of these Appalachian hills and jarred the complacent East into recognizing there was something to the South and the West. It was under his leadership that the Presbyterian Synod of Tennessee established in October of 1819 the Southern and Western Theological Seminary, later to be renamed Maryville College. This effort took imaginative persons with a great belief in what they were doing, and a strong desire to free the struggling poor man by offering him opportunity for growth intellectually, spiritually, and then, hopefully, economically.

Maryville's evolution was set on its way by Dr. Anderson. He was a hard worker, a believer in high intellectual and moral standards, and he had an idea of harmony, of unity of mind and spirit that would be the

beginning of the idea of Maryville.

The Civil War stopped the College's progress and divided its people, just as it did the land and the country. Through the efforts of Professor Thomas Jefferson Lamar, described as "acting-president, acting-faculty, and acting-janitor," Maryville was re-energized and began again its rapid growth.

On through time and six presidents, crises and creativity, Maryville was following that original commitment to the community—that promise to better, to build upon, and to offer chance for improvement of self. It was during these years that perhaps the first interest in the Maryville of tomorrow began. The original principles were a guide for the future, not a monument to the past. Curriculum changes included the introduction of independent study and comprehensive examinations, and the offering of more and specialized courses.

Dr. Ralph W. Lloyd, sixth president, began a long-range development program which has been continued and augmented under the leadership of the seventh president, Dr. Joseph J. Copeland.

Maryville Today

Now that you know a bit of our history, you are probably asking: But what about today? And you have a right to ask this. The present *is* what counts. The College continues to enlarge its sense of community, both on and off campus. The background and development of this process are an integral part of what Maryville is, of what you will find when you join us. Several things have made this growth possible: serious efforts of its people to live, work, and understand; extensive curriculum revision to keep pace with the demands of a fast-moving world and student body; and increasing material assets which enabled the physical facilities to expand.

The Maryville College campus of 375 acres, at an elevation of 1000 feet, is one of unusual natural beauty. The central campus, which includes 20 buildings and several athletic fields, makes up about one third of this area. The remainder includes fields and woodlands with a picnic area and a naturally formed amphitheatre.

The main administration building, Anderson Hall, also houses the Departments of English, Philosophy and Religion, and Foreign Languages. Thaw Hall contains the Departments of History, Social

Sciences and Education, and the Lamar Memorial Library. Fayerweather Hall includes the Campus Center and campus publication and organization offices.

The Fine Arts Center and Wilson Chapel, striking in contemporary design, were built in the fifties. There are three residences for men, and three for women. The new Sutton Science Center is extremely adaptable to the five sciences it houses. A modular concept of design is used to provide for flexibility and efficiency.

The newest building on campus, the health and physical education complex, was completed in the fall of 1970.

Community Service

Throughout its history the College has emphasized community service. Students and faculty are actively involved in service organizations and church activities, and members of the local community join in activities on campus. A recent survey showed that in a single twelve-month period more than 68,000 people came to the campus for almost 500 functions, including clinics, workshops, church conferences, sports events, and cultural programs.

The new physical education building has made possible a popular community recreation program which attracts 300 people per week. Pre-college work in art, music, and theatre is offered for children, and approximately 150 children are enrolled in gymnastic classes.

During the Winter Term of 1973 the College enlarged its educational and cultural services with the initiation of Continuing Education courses. Faculty and staff members, as well as qualified persons from the larger community, teach these non-credit courses.

Accreditation and Relationship

Maryville is associated with many national, regional, and state organizations. Prominent among these are the Southern Association of Colleges and Schools, the regional accrediting agency; the American Association of Colleges for Teacher Education; and the National Association of Schools of Music. The College has maintained also a continuing relationship with the United Presbyterian Church in the U.S.A., but you will find faculty and students with many different denominational backgrounds and beliefs in a climate where individual choice is accepted and encouraged.

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IS THIS THE COLLEGE FOR YOU?

If you have read this far, you should know what we are about at Maryville. You should know that we seek young men and women who are ready to assume responsibility for their own lives, both in the search for knowledge and in terms of personal behavior.

If you would like to assume this responsibility in the context of our College community, we welcome your application. We seek qualified students from diverse segments of society—geographical, socio-economic, racial, and religious.

Admission to Maryville

Admission to Maryville College is based on evidence that you, as an applicant, possess the intellectual capacity and motivation, personality, character, health, maturity, breadth of interests, and seriousness of purpose to make satisfactory progress in our living and learning community. To help us determine your qualifications, we require a formal application, an official transcript of your high school record, and scores you achieved on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the tests of the American College Testing Program (ACT).

Results on either the SAT or ACT may be provided through your high school or directly from the testing service. Foreign students must submit the results of the Test of English as a Foreign Language (TOEFL) of the Educational Testing Service.

You will be notified of action on your application when all your credentials have been received and reviewed by the Committee on Admission and Standing.

Required Secondary School Credits

1. Four years of English.
2. One year of laboratory science, such as biology, chemistry, physics, earth science.
3. Two years of algebra or one year of algebra and one of geometry.
4. One year of social studies or history.
5. At least five elective academic units drawn from the following: mathematics (excluding general mathematics and arithmetic), science, social studies, foreign languages, Bible and music theory.
6. Although a foreign language is not required for admission, it is strongly recommended. Entrance credit in a foreign language will not be allowed for fewer than two units in one language.

Early Admission

Students who have completed the junior year of high school may request consideration for early admission. In addition to the credentials outlined above, you should submit a letter from your principal or guidance counselor indicating that you have the intellectual and social maturity to profit from college at this time. It is important to furnish evidence of a strong high school record and above average test scores. You should also arrange for an interview with a representative of the College. Qualified local high school seniors who have time in their schedules for additional courses are encouraged to enroll on a part-time basis.

Advanced Placement

If you have taken college-level courses in high school and have made a score of 3 or above on the Advanced Placement Examination of the College Entrance Examination Board, you will be eligible for placement in advanced courses and may be granted college credit.

College Level Examination Program

Maryville College accepts up to 10 courses of credit for satisfactory performance on tests administered through the College Level Examination Program. For scores in the 80th percentile or above on subject matter examinations, you may receive course credit. For scores ranging from the 65th to the 79th percentile, you may receive waiver of course requirements. Those who wish CLEP credit should submit scores to the Registrar who, in consultation with the Dean and the appropriate department chairman, will determine the amount of credit to be granted.

Campus Visits

We invite you to visit the campus. We do not require a personal interview, but it would be our pleasure to have you as guest for a weekend. Set your own date, write the Admissions Office, and we will take it from there. The Admissions Office is open daily and until noon on Saturday.

Transfer Students

We are committed to assisting students who have studied at other colleges or universities who would like to transfer to Maryville College. In addition to meeting entrance requirements already listed, you must submit a transcript of all college work previously attempted. The Admissions Committee will be as liberal as possible in evaluating your work successfully completed at other accredited institutions and, in general, will credit toward your degree requirements all liberal arts courses in which you have achieved a C or better grade. You must satisfy requirements in the major and core areas with a minimum of ten courses taken at Maryville. We do not give credit for correspondence work. Your grade average and standing will be based entirely on the courses you take at Maryville.

If you have earned the Associate of Arts degree from an accredited junior college, you will be awarded junior standing upon accep-

tance at Maryville, but the College reserves the right to require any core courses or prerequisites considered essential for background. Ordinarily twenty additional courses must be completed for the baccalaureate degree.

Veterans

Maryville College welcomes veterans who would like to begin or continue their college education and will accept courses of the U.S. Armed Forces Institute for transfer credit if those courses are comparable to its course offerings.

A limited number of full-time students will be admitted to the College Experience Program, which is designed for those who meet admission requirements but prefer not to commit themselves to a degree program, or those who fail to meet admission requirements but wish to continue their education in a college environment. A student in this program may take any course for which he has the prerequisites, the only stipulation being that during the first year he take at least one core course each term.

Continuation in the program will depend upon evidence of mutual benefit to the student and to the College. A grade and a qualitative report will be recorded for each course, but failures will not become a part of the permanent record. A student who meets all admission requirements may apply for transfer to the degree program at any time after he has successfully completed two full terms and at least two core courses. Those interested in more detailed information should write directly to the Admissions Office.

How to Apply

1. Write to the Director of Admissions for an application. There is a form for making this request on page 119 of this catalog.

2. Complete the application forms and submit them to the Director of Admissions, Maryville College, Maryville, Tennessee 37801, along with the nonrefundable application fee of $10.

When to Apply

You may be admitted to Maryville at the beginning of any ten-week term and should submit your application well in advance.

How Much Will It Cost?

As a student you will and should have much to do with the choice of a college. Although your parents are concerned that you choose wisely, they have doubtless left the final choice up to you. Since they will likely expect to pay for most of your education, it is logical that they would ask: Can we afford the college you choose? We hope to give you both an affirmative answer.

The following fees are for 1974-75. The College reserves the right to make changes in fees for 1975-76. Presently it is anticipated that this increase for 1975-1976 will be $100, making the total cost $2,825 rather than the $2,725 for 1974-1975.

Full-time resident students pay:

Tuition and activities fee	$1700
Room, board, health fee, and linen service	$1025
Total	$2725

Commuting students pay:

Tuition and activities fee	$1700

Part-time students pay:

Per course	$ 175

Other expenses, paid when applicable

Application fee	$ 10
Extra course	$ 175
Graduation	$ 10
Late registration fee	$ 10
Remedial reading	$ 25
Student Teaching	$ 30
Transcript (after first one)	$ 1

Summer School Fees

Per course	$ 160
Room, board, and linen service (resident students per 3-week term)	$ 90

Extra Course Fees

The normal load per term is two or three courses. Students who take only one course pay $175; those who take more than three courses pay an additional $175 per course. Individualized reading

courses carry a $25 fee to cover the added cost of instruction. Because of the individual instruction involved, a student who finds it necessary to repeat a term of independent study will be charged $175 for each term he repeats. Regularly enrolled students may audit courses without paying an auditing fee. Those not enrolled for credit pay $25 for auditing.

Fees for Art Courses

A $15 fee for studio art classes will be collected at the time of registration. A $10 fee for art education classes will be collected at the time of registration.

Applied Music Fees, per year unless otherwise stated (includes the use of practice rooms and instruments)

A. *Music Majors*
   1. One half-hour private lesson per week $100
   2. Two half-hour private lessons per week in the same field, or one lesson each in two fields $150
   3. Class lessons in each applied field (per term) ..... $ 35

B. *Non-Music Majors*
   1. One half-hour private lesson per week $160
   2. Two half-hour private lessons per week in the same field $195
   3. Class lessons in each applied field (per term) ..... $ 45

C. *Non-college or part-time students*
   1. One half-hour private lesson per week $205
   2. Part-time college students' class lessons in piano $165
   3. One half-hour private lesson per week with student teacher $120

In certain fields of applied music where instructors are not available within the Department of Fine Arts, advanced college students may arrange lessons with approved master teachers in the area for slightly higher fees. In such cases the student may register for the study through the College with departmental approval and with a registration fee of $10 per term to Maryville College. Costs for the lessons are to be paid directly to the off-campus instructor and the student is responsible for his own transportation arrangements.

Advance Fees

Students must make a $50 advance tuition deposit before May 1, and this deposit is deducted from the tuition due when enrollment is completed. If a student who has paid his tuition deposit notifies the Admissions Office before May 1 (for the first half of the year), or before December 1 (for the second half), that he wishes to cancel his reservation, the $50 will be refunded. There will be no refunds after the May 1 or December 1 deadlines. In order to pre-register, the student must have a receipt from the Treasurer's Office showing that he has paid the $50 advance tuition deposit.

Late Fees

Late registration and changes in schedule require additional work in the offices of the Registrar and Treasurer. Therefore students who do not complete registration and financial arrangements within the assigned time will be assessed a fee of $10, regardless of the reason for the delay. A fee of $2 will be assessed for each course dropped or added.

Terms of Payment

Resident students pay $1362.50 less tuition deposit on or before September 1 and $1362.50 on or before January 1.

Commuting students pay $900 less tuition deposit on or before September 1 and $900 on or before January 1. Statements are mailed August 1 and Thanksgiving week. Checks should be made payable to Maryville College and mailed to the Treasurer's Office. A student whose account becomes delinquent will not be permitted to register for the following term until he has made satisfactory financial arrangements.

The comprehensive tuition fee does not cover the full cost of instruction. The remainder must be obtained through endowment income and gifts. The two equal payments represent the student's contribution toward the total cost of the academic year. They are not to be regarded as payment for specific terms. Since the College must make contracts for the entire year for faculty, staff, student aid, and plant maintenance, it is necessary that a certain amount of annual income from tuition and fees be assured. Thus refunds cannot be made for absence at the beginning or end of the term or for withdrawal from college, either voluntarily or through suspension or dis-

missal; and no adjustment is made for failure to enroll or return for the interim term.

Under certain circumstances, such as illness, a prorated refund of raw food costs will be made. Room and board rates do not cover vacation periods or costs of off-campus study, but adjustments will be made in board for officially authorized field trips of a week or longer during the interim term. Adjustments in payments will also be made for students who enroll later than the fall term or who meet graduation requirements before the end of the academic year.

Medical Care

The College uses every possible means to protect the lives and health of the students. College nurses under the supervision of a local doctor are available for consultation in the infirmary without charge, and the infirmary may be used by resident students. Confinement up to five days is paid by the student health fee. Additional days are at the student's expense. The facilities of the Blount Memorial Hospital near the campus are available in cases of serious illness and a portion of the expense for students confined there is covered by the student health insurance plan. The student must pay for any other medical attention that may be required. The College cannot assume any financial responsibility for injuries or illness.

The general fee includes a premium for group hospitalization and major medical insurance which provides daily hospital benefits and surgeon's fees according to a specified schedule. Benefits apply to hospital and surgical expenses incurred during the year September 1-August 31. Further information about medical care may be obtained from the Office of Student Personnel.

Professional counseling is available to students through a field work program of the Department of Educational Psychology of the University of Tennessee.

We Provide Student Aid

Maryville College makes every effort to aid qualified students who could not attend college without financial assistance. The Student Aid Program at Maryville is based on the conviction that the student and his family bear the primary responsibility for his col-

lege expenses and that aid from the College should be considered as supplemental to the family's contribution.

In determining the amount of financial aid, the College takes into consideration the student's academic achievement and his financial need. This decision can be made only after the student has been accepted for admission and the analysis of his Parent's Confidential Statement has been received from the College Scholarship Service.

The primary sources of student aid are scholarships, grants, loans, and campus employment. In some cases a combination of these sources may be used.

Scholarships: Scholarships are available to students of superior academic ability, character and promise. The following special funds have been given to the College over a number of years and represent principal sums of $5,000 or more. The annual income from these funds is available for scholarships in amounts varying from $200 to half tuition in accordance with the criteria established by the donor:

Hyman and Bess Arnowitz Scholarship Fund
Orlean B. Beeson Scholarship Fund
Ola H. Bogle Scholarship Fund
Ernest C. Brown Scholarship Fund
Robert and Nancy Ailey Burchfield Scholarship Fund
Class of 1912 Scholarship Fund
Grace A. Coe Scholarship Fund
Mr. and Mrs. Edward S. Cowdrick Scholarship Fund
W. R. Dawson Scholarship Fund
Henry R. Duncan Scholarship Fund
Ellen Gillespie Scholarship Fund
Lombe Scott Honaker Scholarship Fund
George Dewey Howell Scholarship Fund
Edwin R. Hunter Scholarship Fund
John L. and Elsbeth Kind Memorial Scholarship Fund
Kittrell Memorial Scholarship Fund
Robert L. Maclellan Scholarship Fund
Lennie B. Marshall Scholarship Fund
Charles Morton and Octavia Wilson Merrill Scholarship Fund
Robert Breaker Moore Scholarship Fund
Charles R. and Caroline F. Otis Scholarship Fund
Dr. James A. Padgett Trust Fund

Fred C. Peterson Scholarship Fund
F. L. Proffitt Memorial Scholarship Fund
Reader's Digest Foundation Scholarship Fund
Mallie White Regen Scholarship Fund
Amna Caldwell Yarbrough Scholarship Fund

Additional scholarships and a program of academic prizes and awards are also available to enrolled students.

Grants: Maryville College offers a wide variety of grants to students who qualify for consideration. Competitive awards are offered annually for music and art majors, including both entering freshmen and upperclass students. Another grant program seeks to recognize outstanding leadership ability which has been demonstrated in high school and continued on the College campus. Additional grants are available to special categories of students.

The College also participates in the federal student aid programs, which include Basic Educational Opportunity Grants and Supplemental Opportunity Grants.

Loans: Students who wish to pay part of their college expenses on a deferred or installment basis may apply for short-term loans through the College Rotating Loan Fund. Maryville College also participates in the National Direct Student Loan and Guaranteed Loan Programs which provide long-term loans to qualified students.

More extended plans for installment payment of educational expenses may be arranged with commercial agencies. Maryville College cooperates with The Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022; The College Aid Plan, Inc., 1008 Elm Street, Manchester, New Hampshire 03101; and the Insured Tuition Plan, 6 St. James Avenue, Boston, Massachusetts 02116.

Employment: Part-time work for students is available in many areas of campus activities. Earnings depend upon the degree of skill and the amount of personal responsibility and time involved.

More detailed information regarding specific types of student aid may be obtained by writing the Director of Student Aid, Maryville College, Maryville, Tennessee 37801.

Living Arrangements

Much of your community life at Maryville will center around your life in the residence hall. As a freshman you will live in a "quad" consisting of a study room, four twin rooms for eight freshmen, and one single room for an upperclass counselor or resident assistant. Two "quads" share the same floor lounge.

On the assumption that men and women function better on all levels when they are free to choose whether and when to be together, Maryville has a plan of room visitation. Each residence is responsible for setting its own hours for visitation within the framework of 12:30 p.m. to 11:00 p.m. Sunday through Thursday and 12:30 p.m. to 1:00 a.m. Friday and Saturday. Your guests of the opposite sex register when they come in, are escorted upstairs, and sign out when they leave. The idea of residence visitation is that you, the student, should have some measure of responsibility in arranging your own life within your residence structure.

A key system for women students makes it possible for women to set their own hours of return to the residence hall. Freshmen may check out keys from the residence hall office on nights they wish to use them. All upperclass women including third term freshmen have the option of checking out keys or of having the key issued to be in their possession. Keys that have been issued are checked in at the Christmas and Spring vacations, at the close of school or at any time the woman student terminates her enrollment at the College. When a key is lost, a charge of $25 is made to cover the cost of replacement of the key cylinder and reissuing keys for the residence hall.

Rooms in the Residence Halls

Rooms are reserved after the payment of the tuition deposit. These reservations will be held until noon of the first day of classes. Usually two students occupy one room; however, when space is available, a student may room alone by paying an additional fee.

All students who are away from home live in the residence halls and take their meals in the College dining room with exceptions granted only in unusual cases.

Information concerning the furnishings of each room, linen serv-

ice, and the regulations governing the various residences can be found in the *Student Handbook*.

Withdrawal Procedure

Should a student decide during the year or at the close of the year to terminate enrollment at Maryville, the procedure is as follows: (1) Arrange for an exit interview with the Dean of Men or Dean of Women. (2) Secure from the Treasurer's Office a check-out sheet and clearance slips for various areas of the College. (3) Have a clearance slip signed in each of the areas listed on the check-out sheet. (4) Return the check-out sheet and clearance slips along with your I.D. card to the Treasurer's Office. Should you be eligible for a refund, the Treasurer's Office will make that adjustment for you.

Leaves of Absence

A leave of absence for a specified period may be granted to any student in good standing. You should make application to the Admissions Office and plan to keep the College apprised of your mailing address. Should you not be able to return within the specified time, you should apply, before the termination of the leave, for an extension. Otherwise you will follow the usual procedure for readmission.

Community Standards

Maryville operates with a minimum of rules and regulations, but there are a few standards which the community considers necessary for the well-being of all its members.

- In accord with civil law, the Maryville community does not permit the transportation, sale, possession, or use of illegal drugs. The College cautions against the indiscriminate use of any stimulants and depressants which might subject you to psychological or physiological hazards.

- Historically, Maryville College has discouraged the use of alcoholic beverages. No one is permitted to possess or use alcoholic beverages on campus or at official College functions off campus.

- Even though Maryville College is privately owned, endowed,

and operated, it recognizes the right of its community members to criticize, protest, petition, and attempt to change by peaceful, constitutional and legal means any rule or regulation of the College. The All-College Council is the vehicle for this process. But the freedom to protest and petition and the freedom to teach and learn do not give license to disrupt, threaten, intimidate, or take over private property on the campus or elsewhere.

- Each member of the College community is expected to regard honesty as a personal and group obligation.

- Under most conditions sophomores, juniors and seniors are permitted to bring automobiles on campus provided they are not holding scholarships or grants based upon need.

• Firearms are not permitted on campus except by special permission from the Dean of Men, granted in advance.

Consider the possibilities. A great deal of challenge is here only to be discovered and followed by you, an individual in search of yourself and of patterns in your world. Maryville can be the stimulation for this searching process. We think you are the essential element in this search, and hope to see you involved in it with us.

THE CURRICULUM AND HOW IT AFFECTS YOU

The academic program at Maryville College is directly related to the calendar which provides its structure. On the assumption that one learns more readily and retains more of what he has learned if he concentrates on a few courses for a relatively short period of time, the present 10-3-10-10 calendar was adopted. The scheduling of vacations between terms helps to insure periods of unbroken concentration. The 9-week summer term, made up of three 3-week sessions, makes possible acceleration for those who wish to complete the requirements for graduation in less than four years.

Fall Term	Interim Term		Winter Term		Spring Term		Summer Term
3 Courses	1 Course	Vacation	3 Courses	Vacation	3 Courses	Vacation	3 Courses
10 Weeks	3 Weeks		10 Weeks		10 Weeks		9 Weeks

Should we indicate somewhere the value (in terms of credit hours) of a course, no credit for P.E. courses to trouble us.

Normally you will take three courses during each of the 10-week terms, although you may take as few as two or as many as four under special circumstances. The interim term is devoted to a single course or project. If you wish to accelerate, you may take three courses in the summer, one during each 3-week session.

The Core Curriculum

Maryville College is dedicated to the concept that liberal learning is the best foundation for a satisfying life, whatever one's profession or vocation. With this conviction in mind, the curriculum has been designed to include a "core" with a broad base in the humanities and fine arts, the natural sciences, and the social sciences. Whenever possible, interdisciplinary approaches have been incorporated into this core in order to make clearer the relationships between the various fields of learning. Emphasis is also placed on greater awareness of the non-western world, on social and political issues, and on the development of personal values.

For the B.A. degree the core includes the following courses and requirements:

English—English 105, to be taken during the fall term of the freshman year, and English 121-122, to be taken concurrently with History 121-122 any time during the first two years. (Note: A few freshmen who present high verbal scores may be exempted from English 105 and invited to go immediately into an advanced-level, combined English 121-122—History 121-122 course.) Those whose placement test scores indicate a need for more intensive work in composition will enroll in English 104, then advance to the English 105, 121-122 sequence.

Fine Arts—Interdisciplinary course 201, to be taken any time during the first three years.

Foreign Language—Demonstration of intermediate-level proficiency in one foreign language, by examination or by completing course 202 in that language. Alternatively, with the consent of the major advisor, the requirement may be met by completing courses 101-102 in two languages. Credit is given only upon successful completion of at least two terms of a language. No credit is given for a single term.

A student may have the option of replacing the core requirement in foreign language with any one of the following two-course sequences: Mathematics 102-103; Mathematics 208-209; Mathematics 208-Science 208. A student graduating with a major in elementary education may substitute Mathematics 206-207 for the language requirement.

Health and Physical Education—Six terms of activity, normally taken during the first two years.

History—History 121-122, to be taken concurrently with English 121-122 any time during the first two years.

Natural Science—Interdisciplinary course 101, to be taken any time during the first two years, and either interdisciplinary course 102 or two laboratory courses in separate fields, to be taken any time prior to graduation.

Freshmen who are reasonably sure that they will be majoring in one of the sciences should register in the fall term for Science 101, English 104 or 105, and Mathematics 101 or 102. Courses for the winter and spring terms will depend upon progress in mathematics. Science majors do not take Science 102.

Non-Western Studies—Interdisciplinary course 301, to be taken any time during the third or fourth year.

Religion and Philosophy—Humanities 101, to be taken any time during the first two years, and one course in religion chosen from the following list, to be taken any time prior to graduation: Religion 201, 205, 221, 224. With permission of the instructor, the second core credit in religion may be selected from one of the following: Religion 310, 321, 332, 334. It is recommended that the latter four courses not be taken before the junior year.

Social Science—One of the following courses, to be taken any time prior to graduation: Economics 201, Political Science 201, Sociology 201.

Interim Projects—The completion of one interim project for each year a student is enrolled at Maryville, including a senior interim in the major discipline. Since no make-up interims are given during other terms, the student must fulfill the requirement during the interim term. One who completes a project but receives a grade of U will be allowed, upon consultation with the Dean and Registrar,

to substitute a regular course for one interim. One who withdraws without making an effort to complete the project will have to wait until the next interim term to make up the work.

If you can submit evidence that you have had a strong high school preparation in the material covered by any of the core courses, you may, upon consultation with and consent of the chairman of the department in which the course falls, be admitted to specified advanced courses in lieu of the designated core course. You must complete such advanced courses within the time limits prescribed for the courses being replaced.

The core requirements for the Bachelor of Music degree are different and are detailed in the course listing section under "Music."

Areas of Specialization

In addition to the core requirements, you will do concentrated work in one area of specialization. At the end of the freshman year you will select one of the 19 departmental majors or apply for an individualized major in the area of your particular interest and concern. The major consists of 10-12 courses in the subject selected, including two courses in Independent Study, along with such related work as may be prescribed. Details regarding the departmental majors are found in the section on Courses of Instruction.

The individualized major is designed for those students whose personal or vocational needs cannot best be met through a departmental major. It is not a generalized, unstructured approach to education but an opportunity for certain students to fulfill clearly defined objectives. The same requirements as to number of courses, related work, and Independent Study apply as in the case of departmental majors, but the courses may be drawn from more than one department. Each program is evaluated individually by a faculty committee. An advisor from one of the departments in which course work is to be done is appointed for the student. No restriction in principle is placed upon the individualized major so long as the program proposed is educationally sound and can be fulfilled within the limitations of courses offered in the present curriculum.

With the exception of Independent Study, only courses in which you make a grade of C or above may be counted toward your major.

Community Issues and Values

The Community Issues and Values series, which seeks to involve the entire College community in crucial issues of the day and with the kinds of values with which those issues may be dealt, is an integral part of the academic program and credit is given for attendance at the weekly programs. One unit of credit is assigned for thirty periods of attendance; three units are required for graduation. You may use a fourth unit of CIV as an elective.

Transfer students or those who find difficulty in fulfilling the attendance requirements may, upon consultation with the Dean and Registrar, substitute one regular course for each of the three required CIV units. These courses, chosen from outside the major and core requirements, are to be taken on a satisfactory-unsatisfactory basis.

Grades and Standing

Grades and quality points are recorded as follows:

A, *Excellent,* 4 quality points per course

B, *Good,* 3 quality points per course

C, *Satisfactory,* 2 quality points per course

D, *Passing,* 1 quality point per course

F, *Failed,* no quality points

WF, *Withdrew Failing,* no quality points (Courses dropped after 4th week of term are given the grade of WF except in cases of illness or emergency.)

The grade point average is computed by dividing the total number of quality points by the number of courses for which the above grades were earned (except that a course which is repeated is counted only once).

The following grades are given in special situations and do not affect the grade point average:

S, *Satisfactory (=C or above)*

U, *Unsatisfactory*

Grades of S or U are given for interim courses. At your option, S or U may be given for Independent Study and for not more than one elective course per year.

I, *Incomplete*
The course was not completed for reasons beyond your control; becomes an F if the work is not carried to completion before the end of the following term.

W, *Withdrew*
Permitted to withdraw from the course in good standing.

A student with a cumulative average below 2.0 (average of C) is placed on academic probation and must demonstrate satisfactory improvement to remain in school. If his average is seriously low, he may be restricted in the course load he carries or suspended from the College for a minimum of one term, at the discretion of the Committee on Admission and Standing.

As a freshman you must pass at least two courses by the end of the interim term, at least four by the end of the winter term, and at least seven by the end of the spring term to be eligible for reenrollment the following term. Thereafter you must pass at least two courses each term to remain eligible to continue. You may raise your grade point average by repeating a course in which you have a failure or a low grade. You will then receive credit for one course with the second, or final, grade.

Requirements for Graduation

The College will confer the degree of Bachelor of Arts or Bachelor of Music when you have:

(1) completed all requirements, including core courses, major and related work, and three units of Community Issues and Values or the equivalent;

(2) passed a comprehensive examination on your major work; and

(3) achieved a cumulative average of 2.0 on all work undertaken, or achieved a grade of C (or S) or above for at least 40 academic courses. (Beginning with the Class of 1977, the number will be 37 instead of 40.)

The last term of work for the degree must be at Maryville College. Degrees are formally conferred at the annual Commencement at the close of the spring term, although requirements may be completed at other times during the year. Those who complete requirements during the spring and summer terms are expected to participate in Commencement.

Comprehensive Examinations

In the final term of the senior year you must pass a comprehensive examination in your major field as one of the requirements for the degree. Appropriate field tests of the Undergraduate Record Examination are included as a part of the comprehensive examination in major fields for which they are available. The purpose of the comprehensive examination is to encourage you to develop retentiveness and to integrate the subject matter of your field.

A quality point equivalent is established for each grade level on this examination and your performance on it becomes a part of your total record. A grade of A earns 4 quality points; B, 2; C, no quality points. A grade of D calls for a deduction of 2 quality points; a grade of F requires a reexamination at a subsequent regularly scheduled examination period. No more than two reexaminations are permitted, and a passing grade must be attained within two years of the first attempt.

Planning a Schedule of Courses

Ordinarily you will plan your entire year's work and register only once during the year, with the privilege of making changes at the beginning of each term. All matters relating to registration are handled in the Registrar's Office.

Classes are scheduled in 70-minute periods five days a week, Monday through Friday. Most courses meet three times per week, but the number of sessions varies somewhat according to the requirements of particular courses as determined by the individual departments.

Registration for the interim term takes place in the fall, except for overseas courses for which arrangements must be made further in advance. Scheduling during the interim term is more flexible than

in other terms because you will take only one course and in most cases work more independently than in other courses.

Attendance

You are expected to make your personal contribution to the intellectual, religious, and social experiences of the College community through regular attendance at classes and the Community Issues and Values Program.

You are responsible to the faculty member concerned for your class attendance and participation. Specific requirements for each course will be determined by the instructor and announced to the class at its first meeting each term. Should you find it necessary to drop a course, have your faculty advisor sign a drop slip which you may obtain from the Registrar's Office. Following the established procedure clears the instructor's record and prevents confusion about your academic standing.

Attendance will be recorded at Community Issues and Values meetings, and credit will be assigned on the basis of attendance.

English Proficiency Examination

One of the marks of an educated person is his ability to communicate effectively in writing; therefore you constantly will be encouraged to develop proficiency in the use of written English. Special laboratory opportunities are available for those who need to correct deficiences.

A proficiency test in English is given to all sophomores during spring term. For transfer students, and others who are making up a previous failure, the examination will be repeated in the fall term of the junior year. Passing this proficiency examination is required for enrollment in Independent Study, and for graduation. Each student is asked to write a 500-word essay on a topic chosen from a group of topics of current interest. The paper is read by two or more members of the English staff, who consider its organization and structure, its grammatical correctness, and its overall quality. Those whose writing is not satisfactory will be required to do further work in the English laboratory until they have attained an acceptable level of competence.

Dean's List

Soon after the end of each ten-week term, the Dean's Office publishes the Dean's List. It contains the names of the students who in that term achieved a standing of 3.25 or above in all work undertaken, with no grade below C.

Graduation Honors

The distinction of *Magna Cum Laude* is conferred upon each graduate who has completed twenty or more courses at Maryville College and has attained for the full college course a standing of 3.8 for all work undertaken. The distinction of *Cum Laude* is conferred upon each graduate who has completed twenty courses or more of work at Maryville College and has attained for the full college course a standing of 3.3 for all work undertaken.

Transcripts of Credit

Upon authorization by the student, the Registrar will issue an official transcript to any designated individual or institution after all accounts have been satisfactorily settled. No charge is made for the first transcript when issued in the form adopted by the College. For each additional copy a prepayment of $1.00 is required. The Registrar's Office asks that requests for transcripts not be made during the busy opening and closing of school.

COURSES OF INSTRUCTION

The course descriptions on the following pages begin with the interdisciplinary courses, followed by a description of the interim projects, then the course offerings of the individual departments, listed alphabetically. The term "course" or "projects" at Maryville College is used as a unit of measurement. All courses are equal in credit and are designed to occupy approximately one-third of a student's time during a ten-week term. The interim project, which occupies the student's full time for a three-week term, carries the same credit as one ten-week course. For purposes of comparison with more conventional units, each course may be regarded as the equivalent of 3 or 4 semester hours.

The courses in each discipline are numbered to indicate their level of advancement: "100" courses are of freshman rank; "200" courses are of sophomore rank; "300" courses are of junior-senior rank; "400" courses are open only to seniors. Course numbers written together joined by a hyphen (101-102) indicate continuous courses, not to be taken in reverse order or one without the other. Course numbers separated by a comma (201, 202) indicate two-term courses with some continuity. They may be taken one without the other or in reverse order, though it is usually more satisfactory to take them in the proper sequence.

INTERDISCIPLINARY COURSES

101. Humanities: Man's Search for Meaning
An introduction to the basic human questions about the meaning of life in both its ancient and modern settings, and the search for possible answers to that question through an investigation of such documents and thinkers as the Gilgamesh Epic, Genesis, Job, John, Plato, Pascal, Marx, Freud, Sartre, Camus, and Tillich.

101. Science Thought
The development of modern concepts of science and their impact on civilization.

102. Science Fundamentals
Those concepts which are the foundation of all science.

Science 101 and 102 are team-taught by the staffs of the Departments of Biology, Chemistry, Mathematics, and Physics. The materials are presented through lecture, discussion, demonstrations, and laboratory experience.

201. Fine Arts
A course designed to acquaint students with the various media of artistic expression and to confront them with the nature and meaning of the aesthetic experience.

201. Science and Technology
An interdisciplinary assessment of the use of scientific knowledge in areas such as communications, energy, war, privacy, and transportation.

220. A Survey of Blackness in America
The Black American's experience from slavery to the present, interpreted through the disciplines of history, sociology, psychology, religion, literature, and the arts.

301. Non-Western Studies
A course which takes into account the growing need for a more informed and intelligent understanding of the non-western world. Focus each year on the history, culture, and contemporary problems of one specific area of Asia or Africa.

312. The Tremont Experience
A program in which the student spends a ten-week term at Tremont Environmental Center, receiving credit for from one to three of the following courses, with three separate grades: 312a—a reading or seminar course (depending upon the number of participants); reading, research, field trips, and periodic discussion of current problems of the environment, such as waste disposal, pollution, population pressure, and energy depletion; 312b—Environmental Program Participation: practical experience in programming, teaching, scheduling, maintenance, and camp administration in a resident environmental education program. The third course is to be selected from Biology 203, 209, or 310e.

401. Biomedical Ethics
An interdisciplinary approach to decision making and values in medical areas such as reproduction, brain stimulation, genetic counseling, transplants, and death.

412. Fifth-Year Internship in Environmental Education
A nine-months program at Tremont Environmental Center, designed for the holder of the bachelor's degree who wants specialized training in environmental education. Three course credits will be assigned as follows: **412a**—Practicum in Environmental Education: participation as instructional assistant at the Center, working with classroom teachers of cooperating schools, providing pre-site, on-site, and post-site assistance; **412b**—Apprenticeship in Center Management and Maintenance: working in the areas of management, administration and logistics, including scheduling, publicity, public contacts, budgeting, food purchasing, record keeping, and participation in maintenance activities; and **412c**—Research in Environmental Problems: focus on energy consumption.

INTERIM PROJECTS

Interim projects vary from year to year, depending upon the special

interests of the students and faculty. A full description is contained in the booklet issued annually by the Interim Committee and distributed to all students before registration. A student who wants to pursue an individual project is invited to submit a proposal to the Interim Committee, under the terms outlined in the interim booklet. Most of the projects involve research, writing, and seminar presentations on campus, but a number include travel away from the campus, in this country and abroad. The latter involve additional expense.

Interim projects are numbered "100," "200," "300," and "400" to indicate the classification of the student at the time he takes the project. An interim project in psychology taken during the sophomore year, for example, is designated Psychology 200. At least one project must be taken in a discipline outside the student's major. All senior interims are in the major discipline. They may be individualized reading programs, seminars with other seniors in that discipline, independent research in the library or laboratory, field work experiences, or whatever the student and his advisor consider most profitable.

Typical interim projects have included the following:

From West End to Winter Palace (England and Russia)
The Desert in Winter (Southern Arizona)
Film-Making
Cartoons, Comic Books, and Communication
Working with the Emotionally Disturbed
A Study of the Modern Dairy Farm
Folklore of the Smoky Mountains
Textile Design
Modern India Through the Novelist's Eye
In Search of King Arthur
The Meaning of China's Revolution
Women in Modern America
Behind the Scenes in Our Public Schools
Learning to Communicate With a Deaf Person
Archeology in American History

ART

ASSISTANT PROFESSOR SWENSON and MRS. BIANCO

The study of art at Maryville must, by its very nature, be a highly personal experience. Courses are offered in basic areas, but the student's development in artistic understanding and expression will depend upon self-discipline and independent effort.

Major in art: 10 courses, including four in art history and six in various studio media. The student's individual needs and interests will determine the

specific course requirements. The requirement in foreign languages may be met with any language. All senior art majors are expected to participate in the Senior Art Show. Art majors planning to teach in the public schools will need to schedule as electives the courses required for certification. See the Secondary Education section for the specific courses to be taken.

Art History

215. Ancient and Medieval Art
A study of the painting, sculpture, and architecture of the ancient and medieval periods.

216. Renaissance Art
A study of the pictorial art, sculpture, and architecture of the Renaissance as it occurred in Italy and Northern Europe.

316. Contemporary Art
A study of the visual arts beginning in the mid-19th century and continuing to the present. The emphasis will be on the experimentation of the 20th century.

341. Seminar: Seventeenth Century to Twentieth Century Art
American (341a) and European (341b) given alternate years. American will be given 1974-1975.

Studio Art

**This course is to be taken over a period of two consecutive terms with credit being given upon completion of the second term. This course will count as a half-course load each term and will meet twice weekly.

****201. Drawing and Composition**
Emphasis on basic drawing skills and introduction to the basis of sound design necessary for work in all media. Prerequisite to other studio art courses.

****219. Visual Theory and Art Criticism**
The study of basic design problems, stressing color, texture, and composition; application of these to forms related to painting, advertising, and industry.

****301. Ceramic Sculpture**
An introduction to ceramic material and the development of form in three dimensional space.

****302. Painting**
An introduction to the use of color and the painting media.

****303. Advanced Studio**
A flexible course designed to allow the student the experience of a second, more intensive term in drawing, painting or ceramic sculpture. This course may be taken for credit in two of these areas.

****304. Printmaking**
An introduction to the printing process of the artist. Working with intaglio, relief and planographic media.

351-352. Independent Study in Art
Individual study in either studio with an exhibit and a formal paper or in art history involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Art Education

208. Elementary Art Education

This course will provide a background in art and art teaching methods for those preparing to teach in the elementary school. Not to be counted toward a major in art.

308. Secondary Art Education
This course, designed for art majors preparing to teach in public schools, will provide experiences in art activities best suited for high school students. Not to be counted toward a major in art.

BIOLOGY

PROFESSOR SHIELDS, ASSOCIATE PROFESSOR RAMGER, and ASSISTANT PROFESSOR FOSTER

Pre-professional major in biology: The sequence and course plan for the major in biology will be determined for the individual student as he prepares his program of study with his major advisor. Requirements in the related fields of mathematics, physics, and chemistry will also be determined on an individual basis. Competence in one foreign language is advised.

201. Genetics
A study of the basic concepts of heredity. Gene action as it relates to cell differentiation and evolution of living things. Laboratory: 4 hours per week.

202. Vertebrata
A study of the evolution, classification, and distribution of the principle vertebrate phyla. Laboratory: 4 hours per week.

203. Spermatophyta
A study of the evolution and classification of the seed plants. Emphasis on local flora. Laboratory: 4 hours per week.

204. Microbiology
A study of bacteria and related forms. Stress on laboratory techniques. Laboratory: 4 hours per week.

205. Invertebrata
A study of the classification and distribution of principal invertebrate groups. Laboratory: 4 hours per week.

206. Cryptogams
A study of Fungi, Algae, Bryophytes and Ferns and their relationship to the environment: ecological and taxonomic. Laboratory: 4 hours per week.

209. Biology of the Environment
A field-taught course in environmental awareness, presenting the basic ecological principles and biotic patterns. Primarily for majors in elementary education, but may be elected by others. Does not count toward the major in biology.

305. Developmental Biology
A study of the factors of morphogenesis in plants and animals. Laboratory: 4 hours per week.

310. Field Biology
Any course taught at the Mid-Appalachia Field Biology Teaching and Research Center on Norris Lake.

351-352. Independent Study in Biology
Independent research is the privilege of all majors. Each student designs and carries out a unit of research in an area of his choice and prepares a paper as for publication in a scientific journal.

401. General Physiology
A study of the basic physiological processes in plants and animals. Laboratory: 4 hours per week.

402. Ecology
A study of ecological principles as they relate to the distribution of plants and animals. The Great Smoky Mountains National Park and the lakes of the Tennessee Valley Authority serve as the laboratory. Laboratory: 4 hours per week.

403. Biochemistry of the Cell
A detailed study of the cell as a biochemical unit of structure and function. Emphasis on energy transfer, structure and properties, macromolecules versus cellular morphology, and molecular biology of nucleic acids and proteins. Special topics include effects of radiation on the cell and prebiological evolution. Identical with Chemistry 403. Laboratory: 4 hours per week.

CHEMISTRY

ASSOCIATE PROFESSOR YOUNG, and ASSISTANT PROFESSORS RHODES and TABEREAUX

The curriculum in chemistry follows a topical organization rather than the usual pattern of the conventional subject-matter fields such as inorganic, organic, analytical, and physical. The purpose of this topical pattern is to emphasize the nature of theories which help to organize chemical thinking rather than the packaging of information into the separate subject-matter fields. In this manner the curriculum can be more flexibly focused on the relationships which are fundamental to a good understanding of chemical principles. An additional aim of this curricular pattern is to place a continual emphasis on the theory, limitations, and usefulness of analytical techniques as they are used to help answer chemical questions instead of teaching them separately in pure analytical courses. In all courses laboratory work is carried out in an open-ended project fashion so that students have the opportunity to plan their experimental work as well as to perform it.

A program of chemical study in line with the goals outlined above and the courses detailed below will provide excellent preparation for graduate study in chemistry or related fields, as well as serving as a foundation for the teaching of chemistry in high schools or for enrollment in a medical school program (with additional courses in biology). In addition, most of the courses include discussion of the applications of chemical principles and techniques in biology, environmental science, medicine, space sciences and other areas, thereby orienting the chemistry major and the non-major to the use of chemistry as a tool to be applied to real-life problems.

Major in chemistry: The course schedule for the chemistry major will be planned by the individual student with his major advisor. Requirements in the related fields of math, physics, biology, and psychology will also be determined individually. The student contemplating graduate work or employment in chemistry will generally take 10 chemistry courses, including chemistry 351-352, and 6 courses in physics and mathematics. Languages taken in fulfillment of the core may be French or German with Ger-

man preferred.

201. Chemical Principles
An introductory study of the fundamental principles and theories of chemistry: atomic-molecular theory, periodic behavior, chemical bonding, elementary chemical calculations and radioactivity. Laboratory work emphasizes these chemical concepts as well as an appreciation of what is required in the way of technique and interpretation of experimental results.

202. Equilibrium
Chemical equilibrium is approached through the concepts of free energy changes and the law of mass action. Major emphasis is placed on the solution of problems in general chemical equilibrium as well as the following areas of ionic equilibria: acid-base, solubility, complex ion and oxidation-reduction. The laboratory work is directed toward the determination of equilibrium constants and volumetric analyses.

203. Chemical Synthesis
A systematic approach to methods of chemical synthesis, dealing with two areas: (1) compounds which do not contain carbon, and (2) compounds of carbon and other elements. Chemical nomenclature is developed through programmed learning guides and classroom discussion. The synthesis of a wide variety of representative compounds is to be accomplished with emphasis on synthetic methods and purification techniques.

301. Structure versus Function
A study of the chemistry of "organic" or carbon compounds from a reaction-type viewpoint (i.e., substitution, elimination, addition, etc.), including stereochemistry and discussion of reactions of biomolecules. Laboratory work includes multistep synthesis and qualitative tests for identification of functional groups with emphasis on the effects of structure on reactivity.

302. Spectroscopy
A study of the utility of electromagnetic radiation in the deduction of the structure and/or the environment of chemical molecules. Theoretical considerations and interpretation of spectra are treated with regard to nuclear and electron magnetic resonance, infrared, ultraviolet, and mass spectroscopy. Laboratory work includes use of spectroscopic techniques.

303. Mechanism and Kinetics
A study of chemical kinetics and the way in which it supplies information concerning mechanisms of chemical reactions. Included are topics of collision theory, transition state theory, general, specific and enzymatic catalysis, isotopic labeling, and applications of spectroscopy. Laboratory work involves gathering kinetic data and application of a variety of techniques to the study of mechanistic pathways.

351-352. Independent Study in Chemistry
A two course sequence under the supervision of one of the staff members. The work involves a combination laboratory-library approach to the solution of an original research problem. Credit for 351-352 may be obtained by participation in the Argonne Semester (see Off-Campus Experiences).

401. Chemical Bonding
The topics of quantum theory, molecular orbital theory, conservation of orbital symmetry, valence bond theory and resonance are presented in a more rigorous treatment than in previous courses, with particular reference to transition metal complexes and conjugated systems. Laboratory work involves computer applications and correlation of the experimentally observed properties and reactivities of chemical compounds with theoretical predictions.

402. Thermodynamics
The laws of thermodynamics are studied in respect to origin and application to exact relationships between energy and properties of chemical systems. Application is made to states of matter, solutions, and various types of phase equilibria. The work in the laboratory involves the study of systems which emphasize the concepts studied in the course.

403. Biochemistry of the Cell
A detailed study of the cell as a biochemical unit of structure and function. Emphasis on energy transfer, structure and properties, macromolecules versus cellular morphology, and

molecular biology of nucleic acids and proteins. Special topics include effects of radiation on the cell and prebiological evolution. Identical with Biology 403.

ECONOMICS

PROFESSOR PRICE and MR. FRANKS

The major in economics prepares the student for graduate study and provides a background for professional placement or training in business, law, journalism, government service, teaching, and other fields. The courses listed below, plus the work offered in the seminar, the Independent Study program, and the senior interim course, with special programs designed to meet individual needs and interests, should provide for the major student a balanced and integrated introduction to the field of economics.

Major in economics: 10 courses, including Economics 201, 302, 321, 322, 331, 332, 341, 342, 351-352. Related courses required for the major in economics: Mathematics 101 and 102 or 208 and 209, History 221 or 222, Political Science 201, and Sociology 201. Those planning graduate study in economics should take Interdisciplinary Course 218 and additional courses in mathematics as their schedules permit.

Certificate in Business Program

Recognizing the vocational interest of many students, the Certificate in Business program has been established within the Department of Economics. It is designed to lay a foundation for a career in business or for graduate study in business administration for those who want this specialized preparation within the context of a liberal arts curriculum.

Major in economics—Certificate in Business program: 10 courses, including Economics 201, 215, 216, 302, 321, 322, 331, 332, 341 or 342, and 351-352. Related courses required for this major are Mathematics 101 and 102 or Mathematics 208 and 209, Interdisciplinary Course 218, and at least two of the following: Political Science 201, Sociology 201, Psychology 321. The Certificate in Business program may be enhanced by special interim courses designed to give insight and experience in some area of business, and by field work in the business world related to the required Independent Study.

201. Principles of Economics
An introduction to the subject of economics, emphasizing the basic concepts and the fundamental logic of economics.

215, 216. Principles of Accounting

302. Management
An introduction to the advancing arts and techniques of management in both governmental and private (especially business) institutions, with attention to practical situations encountered in small and medium as well as large organizations. Identical with Political Science 302.

321. Macroeconomic Theory
A survey of aggregate economic theory including both the classical and Keynesian systems. Analysis of the role of government and the institutional framework under which it operates will be included. Prerequisite: Economics 201 and three additional courses, or permission of the instructor.

322. Microeconomic Theory
A survey of price theory. Special attention to the analysis of consumer demand, the theory of production, and the demand for factor units: the nature and behavior of cost, price, and output. Prerequisite: Economics 201 and four additional courses, or permission of the instructor.

331. Government and Business
A study of the economic, legal, and political relations between business and government.

332. Labor
A study of labor emphasizing the development, structure, and functions of labor unions and the role of public policy. Economic factors in wage determination are also considered. Prerequisite: Economics 201.

341. Economic Development
A study of the general factors in economic development, economic problems of the emerging countries, and the dynamics of economic growth in advanced economies.

342. Seminar: Selected Topics in Economics
A seminar course which focuses upon timely topics in national or international economics not covered in other departmental course offerings. Subject matter will vary from year to year. Prerequisite: Economics 201 or permission of the instructor.

351-352. Independent Study in Economics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in economics. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

EDUCATION

PROFESSORS HAFNER AND KRAMER, ASSOCIATE PROFESSOR SHERER, ASSISTANT PROFESSORS FOSTER and POLLIO, and MR. MILES

Teacher education at Maryville College is an interdepartmental function, the responsibility of the College as a whole and not of the Department of Education alone. The program of preparation for teaching combines liberal arts courses, specialized studies, and professional training.

Students interested in being certified to teach should apply for admission to the teacher education program after completing their first year of college work. Applications may be secured in the Department of Education office.

Requirements for teaching certificates vary from state to state. The teacher education programs at Maryville College are designed to meet certification requirements in Tennessee and most other states, but the completion of these programs does not automatically qualify students for certification in states other than Tennessee. Information about specific

state requirements may be obtained in the Department of Education office. Careful advance planning is essential to make sure that all general education, teaching field, and professional education requirements for certification are met. Applications for Tennessee certificates should be filed with the Registrar, who is the certifying officer of the College.

Elementary Education

Major in elementary education: Education 208, 211, 321, 322, 323, 331, 351-352. Related courses required for the major in elementary education: Art 208, Biology 209, English 208, Geography 303, Mathematics 206-207, Music 306, Physical Education 331, Psychology 201, 211. Additional requirement: *Weekly seminar*— In the senior year, students participate in a weekly seminar during each of the 10-week terms in addition to their regular course work.

Provisions for obtaining certification in the field of early childhood education may be made on an individual basis for students in elementary education. Interested students should contact Professor Sherer.

Secondary Education

Professional requirements: Education 208, 211, 301, 303, 332, Psychology 201. The student should major in the subject he wishes to teach. Maryville College offers the following teaching fields: art, Bible, biology, chemistry, English, French, German, health and physical education, history, mathematics, music, physics, political science, sociology, Spanish, and speech.

There are special requirements for certification to teach art and music for grades 1-12. Information may be obtained from the departments concerned.

Student Teaching

One term of the senior year is devoted to student teaching in one of the area elementary or secondary schools. A minimum of 300 hours is spent in observing, assisting, and in individual and group conferences.

Associated with student teaching is a required program known as the "September Experience," in which the student visits a public school at the beginning of the school year.

Formal application for student teaching should be made no later than May 1 of the academic year preceding the student teaching year. Placement cannot be guaranteed for students applying after that date.

Requirements for acceptance into the student teaching program include full admission to the teacher education program, completion of all

required professional courses except Education 208 and 303, completion of 90 percent of the course work in the teaching field, and a cumulative grade point average of at least 2.0 for all courses taken at Maryville College.

Student teaching is a full-time responsibility, and students should plan to reduce to a minimum their participation in campus and outside activities. In order to participate in any on-campus or community activity during the school day, the student teacher must obtain prior approval from the Teacher Education Council.

Students are responsible for their own transportation to and from schools while student teaching. A $30 supervisory fee is payable at the time of registration.

General Education Courses

208. Foundations of Education
Historic and philosophic foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with History 208.

211. Educational Psychology
Consideration of the principles of learning and cognitive theories and their application in the classroom. Implementation and evaluation of strategies for creating a desirable learning environment. Consideration of educational testing and measurement, and the interpretation of educational and psychological data. Prerequisite: Psychology 201.

Elementary Education

321. Curriculum and Social Studies in Elementary Education
A study of curriculum development reflecting societal changes, knowledge of research, learning, and child development. Concentration on educational objectives, instructional procedures and materials, and methods of evaluation. Resource and teaching units developed and used in an elementary classroom.

322. Science, Health, and Mathematics in Elementary Education
A study of planning developmental learning experiences to promote growth in knowledge, interest, and appreciation of the broad areas of the physical and biological environment. A study of specific understandings and skills needed to provide instruction in current elementary mathematics in grades 1-9. Course oriented toward instructional experiences which foster discovery of mathematical concepts and provide differentiation of instruction. Weekly observation and participation in public school classrooms. Prerequisite: Education 321.

323. Reading and the Language Arts in Elementary Education
A study of comparative approaches to language arts instruction which are skill-oriented and goal-directed. Emphasis on differentiation instruction to enrich and extend language experiences in grades 1-9. Weekly observation and participation in public school classrooms. A non-credit correspondence course in manuscript handwriting must be completed by the end of the course. Prerequisite: Education 321, 322.

331. Student Teaching in the Elementary School
Teaching experience in an elementary school classroom. A non-credit correspondence course in cursive handwriting must be completed by the end of the course. Prerequisites: Education 211, 321, 322, 323 and completion of correspondence course in manuscript handwriting. See descriptive statement on page 74.

351-352. Independent Study in Elementary Education
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in elementary education.

Secondary Education

301. Principles of Secondary Education
Principles of teaching in the secondary school with particular emphasis on curriculum, guidance, and the teacher's role in the community. Prerequisite: Education 211.

303. Methods in Secondary Education
The techniques of high school teaching, including methods, materials, guidance, classroom management. Demonstration and use of educational media. Ordinarily taken concurrently with Education 332.

332. Student Teaching in the Secondary School
Teaching experience in a secondary school classroom. Prerequisite: Education 301. See descriptive statement on page 74.

ENGLISH

PROFESSORS BLAIR and JACKSON, ASSOCIATE PROFESSOR BUSHING, ASSISTANT PROFESSORS BECK, CATE, and FOWLER

Major in English: 10 courses above 121, 122 and 105, including 311 and 351-352. Students who plan to teach English in high school are advised to take American Literature. Required related courses: History 211, 212, which should be taken before the period courses 331 through 336. Recommended related course: Philosophy 201 or 202. The requirement in foreign languages will be met preferably with French or German, especially for students planning to go to graduate school.

In addition to its regular course work the department maintains an English laboratory which affords special assistance to students who need it. This laboratory offers service to students of all classifications who desire help with organization or mechanics to improve their writing ability and gives tutorial or small-group instruction to students who are referred to the laboratory by any instructor because of deficiencies in their use of written English. The laboratory operates in all three 10-week terms.

104. Fundamentals of English Usage
Emphasis on the essentials of English. Prerequisite to English 105 for students who demonstrate by the freshman entrance test that they need further preparation for the demands of college-level courses.

105. Composition, Research, and Twentieth Century Readings
Instruction in organization, research method, and composition; readings in contemporary literature. Required of all freshmen in the fall term except as noted under "Core Curriculum."

121, 122. Western World Literature
A two-term course designed to acquaint the student with some of the Western World's literary masterpieces in English translation and a selection of outstanding English and Ameri-

can literary works: readings, discussion, and critical composition. To be taken concurrently with History 121-122. Prequisite: English 105 or equivalent.

208. Children's Literature
A course designed to acquaint students with literature for children, its authors and illustrators. Attention to the criteria for selecting books, stories, and poems to meet basic and individual needs of children. Not to be counted toward the major in English.

220. Advanced Composition
Development of an individual style through practice in effective English usage; study of different types of creative and practical writing with individual instruction and criticism.

221. American Literature to World War I
A brief survey of the Colonial Period, followed by attention to such authors as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, and James.

311. Introduction to the Study of Language
The history and growth of the English language. The general processes of semantics with some attention to grammar and modern linguistic study.

331. English Literature of the Middle English Period
Emphasis on Chaucer.

332. English Literature of the Elizabethan Period
Emphasis on Shakespeare.

333. English Literature of the Seventeenth Century
The prose and poetry of the seventeenth century to Dryden; emphasis on Milton.

334. English Literature of the Eighteenth Century
Special attention to the writing and influence of Dryden, Pope, Swift, Johnson and Boswell.

336. English Literature of the Nineteenth Century
Emphasis on the major poets and prose writers, both Romantics and Victorians, as seen against the aesthetic and historical movements of the times.

341. Seminar: Literary Genres
Drama (341a) and the Novel (341c) to about 1900 and Literary Criticism (341b), in rotation.

342. Seminar: Twentieth Century Literature, British and American
Drama (342a), the Novel (342b), and Poetry (342c), in rotation.

351-352. Independent Study in English
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Required for the major in English. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

FOREIGN LANGUAGES

PROFESSOR COLLINS, ASSOCIATE PROFESSOR CARTLIDGE, ASSISTANT PROFESSORS MARTIN and RODRIGUEZ, and MRS. HANSON

The study of foreign languages offers an enriching experience in new means of communication and thought and in cultural patterns different from our own. At the same time it involves the acquisition of specific language skills more and more useful in a closely interrelated world.

Major in foreign languages: 10 courses above 101-102 in one language

(French, German, or Spanish), or 8 courses above 101-102 in one language and 4 courses in a second language. All majors are encouraged to study abroad for a semester or longer; courses taken in a foreign institution will be credited toward the degree from Maryville.

The audio-lingual approach is used in the elementary and intermediate modern foreign language courses; the 48-position language laboratory offers the opportunity for listening and speaking practice. Advanced courses are conducted in the foreign language.

French

101-102. Elementary French
Basic speech patterns and grammatical structure.

201-202. Intermediate French
Expansion of reading skills.

310. Introduction to French Literature
Selected readings in different genres and advanced grammar.

311, 312. Survey of French Literature
The principal works of French literature from the Middle Ages to the present.

321. The Classical Period

322. Eighteenth Century French Literature

323. Nineteenth Century French Literature

331. Contemporary French Drama

332. Contemporary French Novel

351-352. Independent Study in French
Individual study under the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

German

101-102. Elementary German
Basic speech patterns and grammatical structure.

201-202. Intermediate German
Expansion of reading skills.

301. Conversation

320. Introduction to German Literature

321. German Classical Period

322. German Romanticism

323. Nineteenth Century

331. Modern German Prose

332. Modern German Drama

351-352. Independent Study in German
Individual study under the guidance of a faculty supervisor. Ordinarily taken in the spring

term of the junior year and the fall term of the senior year.

Greek

101-102. Elementary Greek
Vocabulary, inflection, syntax; practice in reading and writing Greek.

201, 202. Reading and Interpreting the Greek New Testament
The characteristics of koine Greek. Translation and interpretation of selected portions of the Greek New Testament. Elements of textual criticism. Syntactical and lexical studies.

Spanish

101-102. Elementary Spanish
Basic speech patterns and grammatical structure.

201-202. Intermediate Spanish
Expansion of reading skills.

301. Conversation

302. Advanced Spanish Grammar

3 10

311, 312. Survey of Spanish Literature
Spanish literature from **Poema del Cid** to the present.

321. Cervantes
Don Quixote and other works.

322. Classical Drama
Dramatists of the Golden Age.

331. Contemporary Spanish Drama

332. Contemporary Spanish Novel

351-352. Independent Study in Spanish
Individual study under the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

GEOGRAPHY

MRS. COBB

303. Cultural Geography
An examination of the close relationship that exists between man, land, and culture, emphasizing the role of man in shaping his physical environment.

HEALTH, PHYSICAL EDUCATION, RECREATION AND ATHLETICS

ASSOCIATE PROFESSORS BAIRD, BOROVIAK, and LARGEN,
ASSISTANT PROFESSOR JORDAN, MR. CASE, MR. HASTY, MRS. JARVIS,
MR. THIBODEAU, and MISS WERNER

Man is most truly human when he plays, and it is his ability to play which reveals his humanity. The world famous psychiatrists Karl and William Menninger note that the person who cannot play is very close to

losing touch with reality, and the first sign of a return to wholeness is the interest in play. William Menninger said, "I also wish to point out the fact that the most constructive and beneficial play is something that has to be learned and is not likely to be an accidental ability or an inherited trait." Both the quantity and quality of one's play affect his life in a critical manner; therefore a high level of adult play *(ludus)* gives physical, mental, and emotional benefits which can be obtained in no other manner.

It is in the light of this concept of *ludus* that the Physical Education, Recreation, and Athletic Programs of Maryville College are formulated. Each program contributes uniquely to both the quantity and quality of the play development of a student, and each program is necessary if all students are to be served. This is especially appropriate in a liberal arts setting where there is concern for the whole person. Physical Education activity classes give opportunity for learning new skills or improving elementary ones; recreational programs (intramurals, club teams, free play) provide a time for all students to use skills already learned, despite the level of attainment; intercollegiate athletics provide the highly skilled, motivated, and competitive student with an environment not found in either class or recreational settings.

The Core Requirement

The core physical education program is designed to develop knowledge, appreciation, and skills in physical activities related to lifetime sports. It is expected that through this educational experience each student will develop habits of physical activity that may continue throughout his lifetime.

All students are required to complete two years (six terms) of physical education. The program is structured to permit each student the opportunity to select courses in his area of interests in four of the six term requirement. The two required courses, Fundamentals of Physical Education and Elementary Swimming, are designed for the student's personal welfare and safety.

I. *Fundamentals of Physical Education* (Required)
This course is required of all students and should be taken sometime during the freshman year. The course is structured in an effort to develop knowledge of the basic areas of weight control and diet, sound body mechanics, basic anatomy-physiology, and the sociological aspects of sport.

II. *Aquatics* (Required)
Demonstration of elementary and survival swimming skill is required of all students. A screening test is given to all freshmen during orientation week.

III. *Team Sports*
Each student must take one team sport. A maximum of two is permitted. (Students participating in any intercollegiate sport may substitute that for the team sports requirement. Two substitions constitute the maximum. Credit will be given only once for a specific sport.)

IV. *Lifetime and Individual Sports*
A student may take both elementary and intermediate courses in a specific activity (2 credits). However, either the elementary course must be satisfactorily passed or permission of the instructor obtained before the intermediate course may be taken.

Medical Examination

Proof of a recent medical examination must be presented as the student enters the college. Students should take the initiative in alerting the instructor of any limiting physical condition.

Course Offerings

Course offerings are dictated by student interests; therefore, all courses are not offered every year. Students should indicate particular interests to the department chairman. All classes are co-ed except where designated otherwise.

Basic Physical Education
100. Fundamentals for Men
103. Fundamentals for Women

Aquatics
106. Elementary Swimming
107. Intermediate Swimming
108. Advanced Swimming
109. ARC Senior Life Saving
*110. Water Safety Instructor (Prerequisite 109)

Dance
116. Folk Dance
118. Modern Dance
121. Social Dance

Team Sports
126. Basketball for Women
127. Basketball for Men
128. Field Hockey for Women
129. Soccer for Men
130. Soccer for Women
131. Softball for Men
132. Softball for Women
133. Volleyball

Lifetime and Individual Sports
141. Archery
144. Badminton—Elementary
145. Badminton—Intermediate
*147. Bowling—Elementary
*148. Bowling—Intermediate
150. Fencing
153. Golf—Elementary
*154. Golf—Intermediate
156. Gymnastics (Prerequisite 169)
160. Handball—Elementary
161. Handball—Intermediate
163. Raquetball—Elementary
164. Raquetball—Intermediate
166. Tennis—Elementary
167. Tennis—Intermediate
169. Tumbling
170. Weight Training and Figure Control

*Additional Fee Required

PROFESSIONAL PROGRAMS

The department offers majors in Physical Education and in Recreation. Ten courses are required above the 100-level, including 351-52 and Psychology 201. The core requirement in foreign language may be taken in any language or may be substituted by receiving credit for Math 208 and 209. Students who plan to teach Physical Education should take those courses required for teacher certification.

Physical Education

101. Living
A course designed for the individual to understand himself and the health issues facing him, such as drugs, alcohol, sex, and environmental health problems.

102. Foundations in Physical Education
A study of the meaning of play and leisure in the life and culture of man; historical foundations of Physical Education and Recreation and their interrelatedness; survey of the agencies and programs dealing with leisure. Identical with REC 102.

211. Safety Education and First Aid
A course designed to promote safety consciousness and to give a practical working knowledge of safety procedures and Red Cross first aid technique. Attention is also given to the care and prevention of athletic injuries.

219. Human Anatomy and Physiology
Fundamentals of human anatomy and physiology with required laboratory experience. Prerequisite: Science 101 and 102.

221. Kinesiology
A mechanical and kinesiological analysis of human motion with special emphasis on joint and muscle function and factors influencing movement. Prerequisite: HPE 219.

331. Leadership in Activities: Elementary Age Level
Attention to developing leadership in play activities appropriate to the elementary age child. Identical with REC 331.

332. Leadership in Activities: Secondary Age Level
Attention to developing leadership in play activities appropriate to the secondary school age level. Identical with REC 332.

333. Athletic Coaching (offered on an alternating basis)
Analysis and study of the coaching profession: Philosophy, psychology, policy making, program planning, and other related areas.
A. Coaching Theory of Football
B. Coaching Theory of Basketball and Wrestling
C. Coaching Theory of Baseball, Track and Field

334. Philosophy, Organization, Administration, Supervision
A consideration of these areas as they apply specifically to Physical Education programs.

341. Seminar: Measurement and Evaluation in Physical Education
Study directed towards development and interpretation of research in the profession.

345. Physiology of Exercise
A study into the functions of the body in muscular work; physiological aspects of fatigue, training, and physical fitness. Laboratory experience required. Prerequisite: HPE 221, 341 and junior standing.

400. Senior Interim—Special Physical Education
Classification of atypical students that require modified programs in physical education.

351-52. Independent Study in Physical Education
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

*General Recreation

102. Leisure and Culture
A study of the meaning of play and leisure in the life and culture of man; historical foundations of Physical Education and Recreation and their interrelatedness; survey of the agencies and programs dealing with leisure. Identical with PE 102.

331. Leadership in Activities: Elementary Age Level
Attention to developing leadership in play activities appropriate to the elementary age child. Identical with PE 331.

332. Leadership in Activities: Secondary Age Level
Attention to developing leadership in play activities appropriate to the secondary school age level. Identical with PE 332.

335. Philosophy, Organization, Administration of Recreation, and Leisure-Serving Agencies
Attention to developing a philosophy of recreation and leisure. Study of organization and administration of programs found in leisure serving agencies. Understanding policies, practices, procedures of administering recreation and leisure programs.

337, 338, 339. Internship in Recreation
A field experience in the practice and operation of recreation and leisure programs under the supervision of trained leaders. Prerequisite: REC 331 and 332.

300. Camping
Purposes, standards and trends in camping, including school camping, long and short term camping for small and large organized groups, site selection, camping out, recreational and leisure activities, food, planning, nature study, sanitation, and general camp management. On the site experience.

400. Senior Interim—Social Recreation
A field experience in the development of leadership techniques and skills through personal experience in the planning, directing, observing, and participation in programs in schools, camps, clubs, and community centers.

351-35. Independent Study in Recreation
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

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*Students interested in specialized areas such as Employee Recreation, Church Recreation, Recreation for the Handicapped, Recreation for the Disadvantaged, Commercial Recreation, should consider developing an Individualized Major. Recommended related areas (according to individual need): Biology 209; Psychology 201, 211 or 321; Sociology 202; Speech 101; Music 306; Art Education 208 or Art 301; English 208. See catalog under Departmental Headings for course descriptions.

Intramural and Extramural Athletics

Extensive intramural sports programs are conducted for men and women. Men's activities include flag football, soccer, basketball, volleyball, softball, golf, tennis, swimming, wrestling, track, horseshoes, badminton, and ping-pong. The women's intramural program is based on a point system of awards through tournament participation in team and

individual sports: hiking, swimming, and bicycling. All students are encouraged to participate in the intramural programs.

Extramural sports in Women's Basketball, Men's Soccer, and Handball are offered on a Sports Club basis.

Intercollegiate Athletics

The College is represented by intercollegiate teams in baseball, basketball, football, tennis, track and wrestling. Control of intercollegiate athletics is vested in the same body within the College which shares in the control of the total academic life. As a member of the National Collegiate Athletic Association, the College is guided in its intercollegiate program by the standards and eligibility regulations of the Association.

HISTORY

PROFESSOR WALKER, ASSOCIATE PROFESSORS LEWIS and PARKER, ASSISTANT PROFESSOR KRATZ

History is a humanistic discipline. The study of history aids the student in achieving a sense of perspective and in gaining a view of man in his complexity. It offers a release from presentism through exposure to other epochs and other cultures. The major program in history at Maryville College provides a basis for graduate study or for secondary school teaching as well as serving as a valid preparatory major for law, the ministry, journalism, library or public service.

Major in history: 10 courses above 121-122, including 211, 212, 221, 222, 310 or 313, 321, 332, 351-352. Related courses required for the major in history: 3 courses to be chosen from Economics 201, English 221, Philosophy 201, 202. Political Science 201, Sociology 201. French or German is recommended to fulfill the language requirement, although another language will be accepted.

121. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization to 1648. To be taken concurrently with English 121.

122. History of Western Civilization
A survey of institutions, science, thought, and culture of Western civilization from 1648 to the present. To be taken concurrently with English 122.

208. Foundations of Education
Historical, philosophic and social foundations of modern Western education from its beginnings in Classical Greece to the present. Identical with Education 208. Not to be counted toward a major in history.

211, 212. English History
Political, economic, social, and cultural development of British civilization from the beginning to 1945.

221. History of the United States to 1865
Emphasis on the colonial experience, struggle for independence, federal period, trans-con-

tinental experience, and the North-South struggle.

222. History of the United States Since 1865
Emphasis on industrialism and its consequences and the emergence of the United States as a world power.

310. Seminar: Ancient History (Greek or Roman)
Concentration 1974-1975: Roman History—Investigation of the rise to world power of a pioneer city state and its subsequent transformation. 1975-1976: Greek History—Search for freedom, Minoan through the Helenistic Age.

313. Medieval European History
Search for Community: European genesis in the decaying Roman Empire. Attempts at socio-economic syntheses under the auspices of the Church, Empire, Feudal Institutions and Nation State.

321. The European World in Recent Times
A study of the diplomatic, economic, cultural, and ideological events and trends of Europe in world affairs since the end of the Franco-Prussian War.

331. American History Seminar
A course for which the subject matter will change from year to year. Topic for 1974-1975: *History of American Thought and Culture*—Puritanism; the Enlightenment; the romantic impulse; the Americanization of Christianity; the Southern intellectual tradition; the impact of naturalism; science and higher education; the counterculture.

332. Early Modern European Seminar
A course for which the subject matter will change from year to year, alternating between the Renaissance-Reformation and the Enlightenment-Age of Revolution periods. Concentration 1974-1975: Renaissance-Reformation; 1975-1976: Enlightenment and Revolution.

333. Areas of Current Concern in Historical Perspective
A course whose content will vary from year to year, focusing on world problem areas in historical perspective. Focus 1974-1975: Russia in Historical Perspective. (Not one of the 10-course major sequence.)

351-352. Independent Study in History
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper.

MATHEMATICS AND PHYSICS

ASSOCIATE PROFESSORS DENT AND LOVE and ASSISTANT PROFESSOR NICHOLS

Mathematics

Major in mathematics: Mathematics 103, 201, 203, 301, 302, 303, 351-352, 401, 402. Related courses required for the major in mathematics: Physics 201, 202 or Computer Science 218, 219. French or German is recommended for students planning to attend graduate school.

101. Introduction to Mathematical Analysis
Algebra, functions, set theory, trigonometry, and analytic geometry. Not required as a prerequisite for Mathematics 102 if the student has three units of mathematics including trigonometry, a superior high school record, and a high score on the mathematics placement examination.

102. Calculus I
Limits, the derivative and its applications, integration. Prerequisite: Mathematics 101 or permission of the department.

103. Calculus II
Integration, the definite integral and its applications, transcendental functions, techniques of integration. Prerequisite: Mathematics 102.

201. Calculus III
Solid analytic geometry, vectors, infinite series, partial differentiation, and multiple integration. Prerequisite: Mathematics 103.

203. Differential Equations
Differential equations of the first order and first degree, equations of higher order, existence of solutions, solutions by series methods, numerical approximation of solutions. Prerequisite: Mathematics 201.

206. Modern Elementary Mathematics I
Structure of the number system, algebra, geometry. Material designed to meet the needs of students in elementary education.

207. Modern Elementary Mathematics II
Continuation of Mathematics 206. Prerequisite: Mathematics 206.

208. Introduction to Finite Mathematics
Sets, probability, vectors, matrices, convex sets, and linear programming. Prerequisite: Mathematics 101 or permission of department.

209. Statistics
Frequency distributions, averages, correlation, regression, testing hypotheses, chi square, ANOV. This course is designed for students in biology, psychology, or the social sciences. Prerequisite: Mathematics 208.

301. Linear Algebra
Linear equations, vector spaces, linear transformations, determinants and matrices.

302. Modern Algebra
Introduction to abstract algebra, groups, rings, integral domains, fields.

303. Selected Topics in Mathematics
A junior-senior level course for which the subject matter will change from year to year. Topics will be chosen from geometry, probability and statistics, theory of numbers, topology, and numerical analysis.

351-352. Independent Study in Mathematics
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Topics are usually chosen from the following fields: Number Theory, Partial Differential Equations, Complex Variables, Topology, Probability and Statistics, Geometry, or other topics approved by the department.

401. Real Analysis I
Theory of limits, continuity, differentiation, integration, sequences and series. Prerequisite: Mathematics 201.

402. Complex Analysis
Complex numbers, limits, continuity, analytic functions, power series. Prerequisite: Mathematics 401.

Physics

Major in physics: Physics 201, 202, 301, 302, 311, 312, 351-352. Related courses required for the major in physics: Mathematics 103, 201, 203, 301; Chemistry 201, 401, 402; Computer Science 219. The requirement in foreign language may be met with German or French. Any freshman who thinks he will major in physics (or any science) should take mathematics fall term of his freshman year.

201. Physics of Motion and Heat
A study of Newton's laws of motion, laws of conservation of energy and momentum, physical properties of matter, and heat. Laboratory exercise to demonstrate the principles being studied. Prerequisite: Mathematics 103.

202. Physics II
A study of oscillations, sound, light, geometric optics, electricity, magnetism, and DC and AC circuits. Laboratory exercise to demonstrate principles being studied. Prerequisite: Mathematics 103.

301. Theoretical Mechanics I
A study of particles and rigid body dynamics, free and forced oscillation, and central force fields. Prerequisite: Physics 201 and Mathematics 202.

302. Theoretical Mechanics II
Continuation of the study of classical Newtonian mechanics and introduction of the concepts of Lagrange and Hamilton. Prerequisite: Physics 301.

311. Electromagnetics I
A comprehensive study of electrostatics and magnetostatics, including Gauss' Law and Ampere's Circuital Law. Simultaneous laboratory experiments are devoted to electrical measurements. Prerequisite: Physics 202 and Mathematics 203.

312. Electromagnetics II
Maxwell's equations are used as a basis for study of electromagnetic radiation from moving charges. Physical optics is naturally developed from radiation theory. Simultaneous laboratory experiments are devoted to electronics. Prerequisite: Physics 311.

351-352. Independent Study in Physics
Independent research required of all majors. Each student is expected to design and carry out a unit of research in an area of his choice and to record the results in a paper prepared as for publication in a scientific journal.

Computer Science

Although a major in computer science is not offered, an individualized major can be created to prepare students for graduate school in computer science. One such program might be: Computer Science 218, 219, 351-352; Physics 201, 202; Mathematics 103, 201, 203, 301, 208, 209. Any freshman thinking along this route should take mathematics his first term at Maryville.

218. Programming in BASIC
The operation of a digital computer and programming techniques in BASIC. The problems will be interdisciplinary; thus the course should be of interest to any student, although emphasis will be on problems in the social and natural sciences.

219. Numerical Analysis with FORTRAN
A study of numerical methods as applied to solutions of differential equations, matrices, series approximations, integration, and curve fitting using a digital computer and FORTRAN. No prior knowledge of FORTRAN language is necessary, but a knowledge of programming techniques is assumed. Prerequisites: Mathematics 203 and Computer Science 218.

MEDICAL TECHNOLOGY

WILLIAM E. ELLIOT, M.D., Associate Pathologist and Director of School of Medical Technology, Blount Memorial Hospital; ELGIN P. KINTNER, M.D., Pathologist; DEANE BROWN, B.A., M.T. (ASCP), Teaching Supervisor

The major in medical technology is offered through a cooperative

arrangement with the School of Medical Technology of the Blount Memorial Hospital, which adjoins the college campus. This school is fully accredited by the American Medical Association. All of the work in medical technology, including Independent Study, is given at the Hospital.

The four-year course leads to the Bachelor of Arts degree and registration as a medical technologist. Students in this program will take a comprehensive examination administered by the School of Medical Technology.

The work of the first three years of the course is taken entirely at the College. The fourth year, including a summer of full-time work, is taken at Blount Memorial Hospital. Upon satisfactory completion of the course in medical technology, Independent Study and the comprehensive examination, the student is granted the Bachelor of Arts degree by the College.

Each student who selects this major should apply to the Director of the School of Medical Technology for entry to the School at the beginning of the freshman year and in no case later than the beginning of the junior year. At the time of application arrangement will be made for the student to take the aptitude test in the field of medical technology administered by the Department of Employment Security of the State of Tennessee. The capacity of the School, however, is limited; applicants are accepted on the basis of scholarship and overall fitness for the profession. Students who anticipate attending another school of medical technology are advised to take either a biology or a chemistry major and to consult the director of the school to be attended as to specific admission requirements. In this case, however, the student would not receive the Bachelor of Arts degree after completion of the medical technology course.

Major in medical technology: Courses in medical technology, including Independent Study, amounting to a total of 10 college courses.

Related courses required for the major in medical technology: Biology 201, 204, 302, 305; Chemistry 201, 202, 203, 301; Mathematics 101. Substitutions for these courses may be permitted on recommendation of the Director of the School of Medical Technology. Mathematics 208-209 will be substituted for the core requirement in foreign language.

MUSIC

PROFESSORS BLOY and HARTER, ASSOCIATE PROFESSORS KINSINGER AND S. SCHOEN, ASSISTANT PROFESSORS BONHAM, KULL, V. SCHOEN, and STALLINGS

The curriculum in music follows the requirements of the National Association of Schools of Music, of which the College is an institutional member.

Major in music (Bachelor of Music and Bachelor of Arts degrees):

Music 201-204, 311-314, 351-352. A piano proficiency test must be satisfactorily completed before one enters Music 351. Music majors are expected to participate in a music organization related to their performing medium.

Bachelor of Music degree students major in either Music Education or Applied Music, including composition, harpsichord, organ, piano, voice, a string, brass, percussion, or woodwind instrument. Junior (half) and senior (full) recitals are required of Applied Music majors; a junior (half) recital is required of Music Education majors in the senior year. Music course requirements are completed with from nine to twelve courses in Performance Studies, which include applied lessons, ear training, orchestration, conducting, literature, and pedagogy. At least ten courses outside the field of music are required: English 105; Non-Western Studies 301; Fine Arts 201 (or one course in Art or Speech-Theatre 210, 211, 212 or 311); Humanities 101; Religion 201, 221, or 224; one course each in English Literature, History or Social Science, and Science or Mathematics; and two or three courses outside the field of music. Four additional courses are elected by the student. Music Education majors must elect those courses in the field of Education to meet teacher certification.

Bachelor of Arts degree students majoring in music study in the areas of Music Theory (courses 201, 202, 203, and 204), Music History and Styles (courses 311, 312, 313, and 314), and Applied Music. Private and/or class applied music is taken each term as arranged with the music faculty. Music 350 is required and at least two related courses are recommended, one in Speech-Theatre and one in Art. The core requirement in foreign language may be met with any modern language.

Church Music provides a career for many musicians. Students interested in this field should follow the Bachelor of Music degree program in Applied Music with study in organ and voice, either of which may be the main performing field. Music 305 should be taken.

Music Therapy is an expanding field in music. Students interested in this profession should follow the Bachelor of Music degree program in Music Education which provides pre-professional training. The interim may be used for actual experience in a local hospital.

201. Basic Structures of Music and Elementary Counterpoint
The aural and visual comprehension of musical elements and their application. Fundamentals, basic melody, decorative pitches, developmental processes in melody writing, voices in combination, and chord structure. No prerequisite.

202. Intermediate Part-Writing
Continuation of Music 201. Four-voice homophonic texture, functional chords and the dominant seventh, inversions, two- and three-part form, secondary dominants, and modulation.

203. Advanced Counterpoint
Continuation of Music 202. Nondominant sevenths, embellishing diminished chords, Neapolitan and augmented sixth chords, variation forms, and fugue.

204. Advanced Harmony
Continuation of Music 203. Sonata-allegro form; ninth, eleventh, and thirteenth chords; foreign modulation; twentieth-century melody, harmony, and tonality.

305. Church Music
A study of the worship of the church, its background, the various corporate expressions, and their music. Offered 1974-75 and alternate years.

306. Elementary School Music for Elementary Education Majors
A course in music for classroom teachers based on participation in singing, listening, rhythmic, instrumental, and creative activities. No prerequisite.

307. Methods and Materials in Music, Grades 1-12
A study of methods and materials for general vocal and instrumental music classes. Prerequisite: Education 211.

311. Music History and Styles: Antiquity Through the 16th Century
A study of Western music and musicians in historical sequence, with emphasis on musical trends and styles; bibliography, independent research, and analysis. No prerequisite.

312. Music History and Styles: 17th and 18th Centuries
Continuation of Music 311.

313. Music History and Styles: 19th Century
Continuation of Music 312.

314. Music History and Styles: 20th Century
Continuation of Music 313.

350. Individual Study in Music
An advanced individual study course. The subject matter is variable according to the needs of the student.

351-352. Independent Study in Music
Individual study, with the guidance of a faculty supervisor. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

Applied Music

A student may take either one half-hour lesson per week or two half-hour lessons per week, which, at the discretion of the teacher, may be given in a one-hour lesson. Registration in the fall includes the ten-week term plus the three-week interim. The second registration covers the winter and spring terms. Registration for a single ten-week term is permitted by approval of the music faculty. Registration for applied music is permitted only upon completion of a satisfactory audition.

Class instruction is in group lessons meeting two hours per week. Registration for class instruction may be made for each ten-week term offered. There will be no class instruction during the three-week interim.

Auditions for placement in applied music (private or class) must be taken at the time of entrance for new students, and at pre-registration for others.

Students majoring in other fields may elect to study applied music in addition to the normal three-course load and upon meeting audition requirements before registering.

Ensemble Courses in Band, Choir and Orchestra

One elective course credit will be given for each full year of participation after one year of apprenticeship in band, choir or orchestra. The total credit is not to exceed two courses and is to be in addition to the 40 courses required for graduation. A student may receive credit for one year of band and one year of orchestra (or other combinations) provided he has served one year apprenticeship in each organization. One physical education course credit (team sport) will be granted for participation in marching band (Fall Term).

141, 241, 341, 441 (a,b,c) Band
142, 242, 342, 442 (a,b,c) Choir
143, 243, 343, 443 (a,b,c) Orchestra

Private Applied Music

One or two lessons weekly throughout the school year.

a. For *music majors* with concentration in any chosen applied area, the requirement is three to four years of study emphasizing the establishment of a good technique and the learning of a repertoire with a balanced representation of all types of literature for any applied area. Performance on student recitals and jury examinations are required.

b. For all other students who elect private study in any chosen applied area, the requirement is the development of a basic technique and a serviceable ability to express oneself musically through the chosen applied area. Performance in repertoire class each term and jury examinations are required.

Areas of Private Applied Study

Composition

Development of basic techniques in the structure and craft of musical composition. Writing in all forms according to the individual abilities. Music 202 prerequisite.

Conducting

Limited to students who have completed 322b and 323b, or by approval of the instructor. Advanced score reading, conducting and rehearsal techniques. Practical application to include conducting a major ensemble in performance.

Harpsichord

Manual techniques and principles of registration. Study of ornamentation, phrasing, and various tonal attacks. Repertoire to include recitative and aria accompaniment style in such works as Handel's *Messiah* and other works as specified by the instructor.

Organ

Manual and pedal techniques, fundamental principles of registration. Proficiency in contrapuntal technic, accompanying of hymns, anthems and chants, general service playing. A minimum standard repertoire specified by the instructor, covering representative styles.

Percussion

Studies in Snare Drum, Tympani, and Mallet instruments, including solo and orchestral literature. A minimum standard repertoire covering representative styles, specified by the instructor.

Piano

Etudes chosen from Czerny School of Velocity, Op. 299, selected Chopin Etudes, Op. 10 and 25, and other similar works. Proficiency in all major and minor scales, arpeggios, pedaling practices, tone production and phrasing, and a minimum standard repertoire specified by the instructor, covering representative styles.

String Instruments (Violin, Viola, Cello, Double Bass)

Selected studies adapted to the individual needs of the student. A minimum standard repertoire for solo and orchestral media covering representative styles, specified by the instructor.

Voice

Development and control of the mechanism, tone building, controlled breathing, and the physical activity of singing. A minimum standard repertoire specified by the instructor, covering representative styles.

Wind Instruments (Brasses, Woodwinds)

Basic fundamentals and techniques in study methods for the particular instrument. A minimum standard repertoire in solo and orchestral media, covering representative styles, specified by the instructor.

First Year

121. Performance Studies

121a. Private Applied (2 lessons)

121b. Musicianship I
Basic fundamentals of music covering rhythm, sound-dynamics, phrasing, practice and memory, performance and criticism.

122. Performance Studies

122a. Private Applied

122b. Musicianship II
Basic fundamentals of music covering acoustics, physics of sound relative to various classification of instruments and voice, ensemble and accompanying, ensemble rehearsal techniques and contemporary instrumental innovations.

123. Performance Studies

123a. Private Applied

123b. Major Instrument I
Specific techniques related to practicing and performing of the student's major area of performance.

Second Year

221. Performance Studies

221a. Private Applied (1 or 2 lessons)

221b. Advanced Ear Training
Comprehensive drill in sight-singing and dictation.

221c. Class Strings I
Basic techniques and appropriate methods and materials of teaching instruments of the string family. Partially fulfills teacher certification requirement.

222. Performance Studies

222a. Private Applied

222b. Orchestration I
Fundamentals of orchestra arrangements and transcriptions.

222c. Class Strings II
Continuation of 221c.

223. Performance Studies

223a. Private Applied

223b. Orchestration II
Continuation of 222b.

223c. Class Brass
Basic techniques and appropriate methods and materials of teaching instruments of the brass family. Partially fulfills teacher certification requirement.

Third Year

321. Performance Studies

321a. Private Applied (1 or 2 lessons)

321b. Major Instrument II
Continuation of 123b.

321c. Class Woodwinds I
Basic techniques and appropriate methods and materials of teaching instruments of the woodwind family. Partially fulfills teacher certification requirement.

322. Performance Studies

322a. Private Applied

322b. Conducting I
Fundamentals of choral and instrumental conducting.

322c. Class Woodwinds II
Continuation of 321c.

323. Performance Studies

323a. Private Applied

323b. Conducting II
Continuation of 322b.

323c. Class Voice
Basic techniques and appropriate methods and materials of teaching voice. Partially fulfills teacher certification requirement.

Fourth Year

421. Performance Studies

421a. Private Applied (1 or 2 lessons)

421b. Pedagogy
Techniques and materials of instruction from elementary through more advanced levels of student's chosen area of performance.

421c. Class Percussion
Basic techniques and appropriate methods and materials of teaching instruments of the percussion family. Partially fulfills teacher certification requirement.

422. Performance Studies

422a. Private Applied

422b. Literature I
Comprehensive study and reading performance of literature in all periods in the student's chosen performing area. Composition majors concentrate on score reading.

423. Performance Studies

423a. Private Applied

423b. Literature II
Continuation of 422b. Emphasis on 20th Century techniques for composition majors.

There may be, under special circumstances, instances when it is advantageous for a student to take private advanced lessons with off-campus instructors, and this may be done after consultation with and approval of the chairman of the department. Arrangements for such lessons, payment of fees, and any necessary transportation must be the responsibility of the student.

Class Applied Music

Class applied lessons in the following groups provide beginning instruction and methods for public school teaching: Brasses, Percussion,

Strings, Voice, and Woodwinds.

Class applied lessons in piano provide fundamentals of musicianship and basic keyboard skill.

Course Recognition for Applied Music

For Applied Music and Music Education majors in the Bachelor of Music degree, course recognition is given each term for two private lessons per week, or one private lesson per week plus one class applied area. Performance Studies classes are an integral part of the applied study.

For Music majors in the Bachelor of Arts degree, course recognition for both class and private applied music study, beginning at a specified level of proficiency, is given as follows:

a. Two lessons per week for a full year in a given private applied music area is equivalent to one course.

b. One lesson per week in a given private applied music area plus one class applied music area for a full year is equivalent to one course. No more than one course is recognized for each year at the sophomore and junior level; no more than two courses are recognized in the senior year.

Students not majoring in music may take applied music as electives toward graduation requirements in the following manner:

a. One course recognition will be given per year for either one half-hour lesson per week in each of two performing areas, or two half-hour lessons per week in one performing area.

b. One course recognition will be given at the end of two years for continuous study of one half-hour lesson per week. The performing area may be divided with a minimum of one year's continuous study in each of two media. Course recognition for study begins when college level has been achieved. This excludes beginners. Freshmen may receive course recognition in the same manner as upperclassmen.

124, 224, 324, 424. Private Applied Music

POLITICAL SCIENCE

ASSISTANT PROFESSOR BRAID and MR. MCDONALD

A pre-professional major in political science enables the student to specialize in one of several fields, including diplomacy, law, teaching, public management, politics, or general (which includes preparation for graduate school). The course plan for majors will be determined for the individual student according to his intended field of specialization. Requirements in

the related fields of history, economics, psychology, and sociology will be determined on a similar basis. The requirement in foreign language may be taken in any modern language.

201. American Government
The major institutions of policy-making in national, state, and local government, including the changing relationships among these three levels of government.

301. Methods of Social Research
A review of social research methods, emphasizing basic research designs, data collection techniques, sampling, and the analysis, presentation, and interpretation of data; with field or laboratory experience. Identical with Sociology 301.

302. Management
An introduction to the advancing arts and techniques of management in both governmental and private (especially business) institutions, with attention to practical situations encountered in small and medium as well as large organizations. Identical with Economics 302.

311. Comparative Government
A comprehensive comparative study of political systems with primary attention given to the Western nations.

312. International Politics
Fundamental concepts of international politics and the major characteristics of the international political system, including limited consideration of international law and organization.

321. Political Parties, Pressure Groups, and Public Opinion
Analysis of the organization and functions of political parties and pressure groups and study of the political behavior of the American electorate.

322. U.S. Constitutional Law and Thought
Judicial processes and U.S. Constitutional law doctrine.

341. Political Thought
Comprehensive study of issues in political thought from the perspectives of normative and empirical political theory.

342. Seminar: Selected Topics in Political Science
During the 1974-1975 year the course will involve an intensive study of American political thought from early colonial days to contemporary times.

351-352. Independent Study in Political Science
Individual study, with the guidance of a faculty supervisor, involving command of the forms and usages of the formal paper. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

PSYCHOLOGY

PROFESSOR WATERS and MR. KLEIN

Major in psychology: ten courses, including 201, 312, 313, 351-352. Related courses required for the major in psychology: Biology 201, Mathematics 208 and 209. The requirement in foreign language may be taken in French, German, or Spanish.

Students deciding to take the senior year practicum, Psychology 343 a,b,c, must complete the prerequisites, Psychology 201, 211, 313, 333, and 342 as well as Educational Psychology 211 during the sophomore and junior years. During the senior year the student will take Psychology 343

each term along with two other courses. Also, the student will continue the practicum experience during the Senior Interim.

201. Introductory Psychology
Fundamental principles of human behavior. Attention to the aims and methods of psychology, maturation and development, motivation, emotion, learning, perception, personality and behavior disorders. Although Psychology 211 does not have Psychology 201 listed as a prerequisite, the student should note that it would be to his advantage to take Psychology 201 prior to taking any other course in psychology.

211. Child Development
Growth and development of the child from birth to maturity. Physical, intellectual, social, and emotional aspects of growth are considered as they relate to various stages of maturity.

301. Culture and Personality
Man the social animal is studied from the viewpoint of the sociologist, anthropologist, and the psychologist. Man's cultural interactions and their impact on his personality are analyzed and discussed. Prerequisite: Psychology 201.

312. Experimental Psychology
Consideration of the scientific method in psychology. Study in such areas as structure and function, motor processes, sensation, perception and attention. Laboratory practice. Prerequisite: Psychology 201, Mathematics 209.

313. Psychology of Learning
The basic principles and theories of learning. Special emphasis will be given to empirical laws and controlled studies which illustrate these laws. Laboratory practice. Prerequisite: Psychology 201, Mathematics 209.

321. Social Psychology
Interaction of individuals in social situations considering the human social animal from infant to death. Attitudes, values, beliefs, perceptions, conformity, power, and leadership are some of the major topics to be studied. Prerequisite: Psychology 201.

331. Abnormal Psychology
A psychological approach to behavioral deviation. Attention given to the extent, causes, symptoms, treatment, and prevention of psychoses, neuroses, and mental deficiency. Prerequisite: Psychology 201.

333. Counseling
Study of counseling techniques in such settings as the school, industry and the clinic. Special emphasis on psychological testing procedures and interviewing. Prerequisite: Psychology 201.

342. Seminar: Behavior Modification and Classroom Management
Practical application of learning principles in solving individual and social problems, especially in the classroom. Prerequisite: Psychology 201.

343a,b,c. Practicum in Psychological Services
Supervised practical experience during the Senior Year with the Psychological Services Program of the Little Tennessee Valley Educational Cooperative. Prerequisites: Psychology 201, 211, 313, 333, 342, and Education 211.

351-352. Independent Study in Psychology
Individual study, with the guidance of a faculty supervisor, generally involving a laboratory or field research problem and a scientific paper reporting the results.

RELIGION AND PHILOSOPHY

ASSOCIATE PROFESSOR CARTLIDGE and MR. STEWART

To know man, one must know religious man. There has been scarcely a point in human existence which has not been affected by religion. For this reason, the religious experience of mankind may be studied from the perspective of various liberal arts and sciences disciplines. However, the study of religion as religion has merits of its own and must be undertaken in order to grasp the depth of man's religious experience.

The major in religion covers the broad ramifications of the religious phenomenon through its literature, art, social institutions, historical settings, and psychology. It centers, however, in the unique and powerful aspects of religion *qua* religion in human existence.

A major in religion requires: 10 courses in philosophy and religion beyond the core requirements, including 4 elective courses in religion, 4 seminar courses, and 351-352. Related courses required for a major in religion are Philosophy 201 or 202 and one other course in philosophy. The core requirements for foreign language may be taken in any language (the mathematics option is not recommended), but those training for graduate work should study French or German. Those planning to attend a theological graduate school should take Greek.

Philosophy is a study that permeates all areas of intellectual concern. Its distinctive task is thus seen to be analysis of and reflection upon the methodologies, basic concepts, and value systems inherent in the sciences and arts. It presupposes familiarity with these other disciplines. Philosophy may be a major through Maryville College's Independent Major plan.

Religion

201. The Birth of the Christian Tradition
An introduction to the literature, history, and sociology of the earliest Church. Included are selected works of the New Testament.

205. Patterns of Christian Faith
An investigation of the varieties of belief and action that have developed in the history of Christian thought. Readings will consist of representative selections from major Christian thinkers, historical and contemporary.

221. Israel in the Ancient Near East
An introductory study of the development of the traditions of the Old Testament in the milieu of the Ancient Near East.

224. Jesus in the Early Church
An investigation of the theological pictures of Jesus in the early Church, done in the context of pagan and Jewish models of saviors in late antiquity.

305. Church Music
A study of the worship of the Church, its background, the various corporate expressions,

and their music. The same as Music 305. Offered in 1974-1975 and alternate years.

310. Seminar in the Phenomenology of Religion
A study of the nature of religion and of religious man. The investigation is from the viewpoint of religion *qua* religion and not from that of some external discipline.

312. Patterns in World Religions
A study of non-Christian religious phenomena, with concentration on specific disciplines to be determined by the instructor.

321. Seminar in the Jewish Tradition
This study will cover, in rotation, The Old Testament Prophets (321a), Classical Judaism (321b), and the Jewish Tradition from R. Judah to the Present (321c).

332. Seminar in Contemporary Christian Thought
A study of the writings of leading theologians of the twentieth century. Crucial religious issues of our time are considered. Students are encouraged to relate their study to their major fields.

334. Christian Ethics
A survey of the ethical theories springing from Christian theology. Emphasis on modern value systems and ethical problem-solving in the light of contemporary Christian thought.

341. Seminar in Religion and Culture
The topics rotate among Religion and Literature (341a), Religion and Science (341b), and Religion and the Arts (341c).

350. Individual Study in Religion
A special reading program with the guidance of a faculty supervisor subject to the approval of the student's major advisor.

351-352. Independent Study in Religion
Individual study with the guidance of a faculty supervisor. This may be a research project which will result in a thesis or extensive essay, but other media of expression are welcome, such as the writing and performance of religious music, the writing and production of religious drama, or the use of other art forms. Ordinarily taken in the spring term of the junior year and the fall term of the senior year.

401. Seminar in Religion and the Social Sciences
An effort will be made in this course to bring to bear on the phenomena of religion the methodologies, theories, and concepts of the social sciences. The intent will be to discover how one who stands within the tradition of the social sciences can understand not only religions but also his own science. In rotation, the Psychology of Religion (401a) and the Sociology of Religion (401b).

403. Seminar in the Early Church
Selected topics drawn from problems relating to the history, literature, and theology of the early Church. In rotation, Gospel Research (403a), the History of the Early Church (403b), and Paul's Letters and Theology (403c). Open to religion majors and to others by permission of the instructor.

Philosophy

201. History of Philosophy: Ancient and Medieval
A course in intellectual history which focuses on the development of western man's diverse ways of understanding himself and his place in the cosmic environment.

202. History of Philosophy: The Renaissance to About 1850
A continuation of Philosophy 201. Philosophy 201 is not a prerequisite.

211. Logic
A study of the principles of reasoning, and of their application. Special attention to the meaning and tests of truth and to the structure of our thinking.

221. American Thought
A study of the history and development of philosophic ideas in America, including religious and social thinking.

301. Contemporary Philosophy: 1850 to the Present
A continuation of Philosophy 202. Philosophy 201 and 202 are not prerequisites.

321. Seminar in Philosophy
An advanced study of selected problems in philosophy. Specific topics to be announced. Extensive reading, discussion, and a seminar paper. Students have an opportunity to relate their study to their respective major fields.

322. Seminar in Philosophy
An advanced course in which the subject matter will vary from year to year, the topics to be chosen from the philosophy of culture (322a), the philosophy of history (322b), and the philosophy of science (322c).

350. Individual Study in Philosophy
A special reading program with the guidance of a faculty supervisor subject to the approval of the student's major advisor.

SOCIOLOGY

VISITING PROFESSOR WILLEY, ASSISTANT PROFESSOR BUTLER, and DR. MURRAY

The Sociology Department recognizes that its course offerings can meet the needs of students whose interests in majoring in the field have two different motives. First, there are those students who look toward professional careers that require specialized post-graduate training: college or university teaching, social work in its various specialties, public administration and planning, specialized sociological research. Secondly, there are those students who do not contemplate careers in the sociological field, but who regard a major in sociology as the basis for a good general education, as well as sound preparation for such fields as law, the ministry, secondary school teaching, and journalism. Obviously the specific pattern of course requirements will be different for these two groups, and accordingly the department offers dual majors: one for the pre-professional student, one for the general student. This device provides the flexibility necessary for meeting the individual needs, motivations and interests of majors in sociology.

The pre-professional major: 7 courses, including 201, 301, 304, 341, 343, 351-352. Related courses required: Mathematics 208, 209; Psychology 321; 5 courses from among the following, depending on the student's objectives: 202, 211, 315, 321, 350; Psychology 301, or Economics 302.

The general major: 7 courses, including 201, 202, 301, 315 or 321, 343 and 351-352; 5 courses from the following, depending on the student's interests and purposes: 202, 211, 315, 350; Economics 302; Geography 303; Psychology 303, 321; Science 201.

A pre-professional major, with approval of the department, may ar-

range an off-campus internship for one term, for which 9 credits will be allowed toward the completion of major requirements, but with the stipulation that the courses not taken in lieu of the nine credits must be from the departmental electives open to the student.

The core requirement in foreign language may be met in any modern language.

201. Principles of Sociology
A study of the basic concepts of contemporary sociology and the analysis of social institutions. The course is designed to give the student an outline or framework in terms of which he can look at modern society.

202. Sociology of Deviance
An inventory of the leading theories pertaining to particular types of deviance. An examination of deviation, stigmatization, and social control from the sociological perspective, with particular emphasis on American cultures. Field trips may be required.

211. Cultural Anthropology
A survey of man's biological and cultural evolution, with special emphasis on the comparative study of culture and cultural differences and their impact on social behavior among various peoples.

215. Marriage and the Family
An exploration of biological, cross-cultural and historical factors as they relate to the family as a social institution and contemporary patterns of marital interaction and family organization.

301. Methods of Social Research
A review of social research methods, emphasizing basic research designs, data collection techniques, sampling, and the analysis, presentation and interpretation of data; with field or laboratory experience.

304. Social Organization
A systematic and comprehensive presentation of the basic ideas, concepts, and theories of social organization and the factors that influence it. Prerequisite: Sociology 201.

321. Community Studies
A review of urban society and its development with special emphasis on the community as a unit of analysis. Field and laboratory study, focusing primarily on the cities of Maryville and Alcoa, and their relationship to the broader region of which they are a part, will be required. Prerequisite: Sociology 201.

341. Social Theory
A systematic study of the major frames of reference in sociology today and the historical refinement of major sociological concepts, such as conflict, status, role, power, etc.; with some attention to the nature of theory construction and the relationship between theory and empirical research. Prerequisite: Sociology 201.

343. Seminar: Selected Topics in Sociology
An intensive study each year of one or more areas of major sociological concern: such as criminology, population, race relationships, mass communication, symbolic interaction and small group analysis. Prerequisite: Sociology 201.

351-352. Independent Study in Sociology
Individualized study, with the guidance of a faculty advisor, involving command of the forms and usages of the formal paper. Required of all majors. Ordinarily taken in the spring term of the junior year and fall term of the senior year.

SPEECH-THEATRE

ASSISTANT PROFESSORS JONES and BEASLEY

Major in speech-theatre: 10 courses, including 203, 321, 351-352. Related courses required for the major in speech-theatre: Psychology 201 and two or more courses in literature, philosophy, or the social sciences selected in consultation with the advisor. The requirement in foreign language may be taken in any language. Each major is required to participate in either forensics or the Playhouse for at least six terms.

101. Fundamentals of Communication
Basic communication theory and practice. Recommended as an elective for all students. Prerequisite: English 105.

201. Advanced Public Speaking
Development of individual effectiveness and style as a speaker through critical analysis of contemporary public address. Prerequisite: Speech 101 or permission of the instructor.

202. Voice and Articulation
A study of the anatomy and physiology of the speech mechanism, with attention to techniques of good voice production and articulation. The International Phonetic Alphabet is used as a basic learning tool. Prerequisite: Speech 101 or permission of the instructor.

203. Oral Interpretation
Practice in the expressive reading of literature to develop insight and personal ability to share it with an audience. Practice in individual reading and lecture recitals.

210. Introduction to Theatre
The scope and significance of the dramatic arts and the modern theatre. Understanding the contributions of the playwright, director, actor, designer, and critic. Lecture-discussion procedure. Student preparation includes attending plays and films and the reading of dramatic literature. Special emphasis given to evaluation of modern theatre in America and its potential for the future.

211. Play Production: Stagecraft
Theory and practice of scenery construction, painting and stage lighting (211a), costume construction, design, and makeup (211b). In rotation.

212. Acting
Theory and principles of acting. Designed to meet the needs of those directly concerned with theatre production, but valuable also for liberal arts students seeking to make better use of imagination and poise in social or professional situations. Laboratory exercises progress from simple behavior in imaginary situations to acting in cuttings from great dramas.

311. Play Production: Directing
An advanced course in the theory and practice of play production. Consideration of the director's role in the theatre with specific reference to the selection and analysis of a play, organization procedures, and direction of the actor.

312. History of the Theatre
A study of the historical evolution of theatre and dramatic literature from the Greeks to Ibsen, the realistic theatre to the Avant Garde. Special emphasis on new dramatic forms, evolution of physical theatres and staging, and personalities of each period. Not restricted to majors.

321. Seminar in Speech-Theatre
Individual research problems in theatre (321a), public address (321b), radio-television (321c), offering extensive reading, discussion, and research. In rotation.

351-352. Independent Study in Speech-Theatre

An individual study project that will have as its end result the presentation of a well-researched thesis or an approved project in speech, theatre, radio, or television. Ordinarily taken in the fall and winter terms of the senior year.

Officers and Faculty, 1973-1974

(The year opposite each name is that of first appointment)

Administrative Officers

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D. 1961
President
On the Mr. and Mrs. Charles Oscar Miller Memorial Foundation.
B.A., Trinity University; B.D., McCormick Theological Seminary, 1939; Honorary Degrees: D.D., Trinity University, 1950, and LL.D., Maryville College, 1960.

CAROLYN LOUISE BLAIR, B.A., M.A., Ph.D. 1948
Dean of the College
B.A., University of Montevallo; M.A., 1948, and Ph.D., 1961, University of Tennessee.

NEIL McDADE, M.Mgt. 1974
Administrative Vice President
University of Havana; University of Chattanooga; M.Mgt., Vanderbilt University, 1974.

RAYMOND IRVING BRAHAMS, JR., B.A., M.A. 1958-1966; 1969
Administrative Assistant to the President
B.A., Maryville College; M.A., Univeristy of Colorado, 1952.

HUGH RANKIN CRAWFORD, JR., B.A. 1961
Assistant Business Manager and Purchasing Agent
B.A., Maryville College.

DONALD PETER ELIA, B.S. in Ed., M.S. 1968
Dean of Men
B.S. in Ed., Maryville College; M.S., University of Tennessee, 1973.

RICHARD L. HARRISON, B.A., B.D. 1970
Chaplain
B.A., Carroll College; B.D., McCormick Theological Seminary, 1952; San Francisco Theological Seminary, 1969, 1972.

GEORGE ALBERT KRAMER, A.B., M.Ed., Ed.D. 1972
Dean of Student Relations
A.B., Rutgers University; M.Ed., *ibid.*, 1939 and Ed.D., *ibid.*, 1958.

DANIEL FRANK LAYMAN, B.A. 1956
Treasurer and Business Manager
B.A., Carson-Newman College.

VIOLA LIGHTFOOT, B.A., L.H.D. 1934
Registrar
B.A., Maryville College; University of Tennessee, 1963; L.H.D., Maryville College, 1972.

RALPH WALDO LLOYD, B.A., B.D., D.D., LL.D.,
Litt.D., L.H.D., S.T.D., Pd.D. 1930
President Emeritus
B.A., Maryville College; B.D., McCormick Theological Seminary, 1924; Honorary Degrees: D.D., Maryville College, 1929; LL.D., Centre College, 1940, and University of Chattanooga, 1953; Litt.D., Lake Forest College, 1954, and Westminster College, Utah, 1955; L.H.D., Lincoln Memorial University, 1955; S.T.D., Blackburn College, 1955; Pd.D., Monmouth College, 1961.

EDITH FRANCES MASSEY, B.A., M.S. 1947
Dean of Women
B.A., Maryville College; M.S., University of Tennessee, 1955; Florida State University, 1963, 1964.

FRANK DeLOSS McCLELLAND, B.A., M.S., LL.D. 1937
Dean Emeritus and Assistant to the President
B.A., Grove City College; Pennsylvania State College, 1922, 1923; M.S., 1929, and LL.D., 1936, Grove City College.

WILLIAM A. RIBBLE 1967
Director of Student Aid
Ball State University

BRUCE PAUL SEMPLE, B.A., M.S. 1971
Director of Alumni Relations
B.A., Maryville College; M.S., University of Tennessee, 1972.

MILTON L. SMITH, B.A., M.S. 1970
Resident Counselor in Development
B.A., Goshen College; M.S., University of Pennsylvania, 1936.

CLYDE USSERY, B.S. 1971
Director of Communications
B.S., University of Tennessee; *ibid.*, 1969-70.

Faculty of Instruction

JOSEPH J. COPELAND, B.A., B.D., D.D., LL.D.
President

BOYDSON HOWARD BAIRD, B.A., M.S. 1959
Associate Professor of Health and Physical Education and Director of Athletics
B.A., Maryville College; M.S., Indiana University, 1948.

BLAIR EDWARD BEASLEY, JR., B.A., M.A., M.F.A. 1972
Assistant Professor of Theatre and Speech
B.A., Pfeiffer College; M.A., University of Mississippi, 1965; M.F.A., University of North Carolina at Greensboro, 1972.

CHARLOTTE HUDGENS BECK, B.Mus., M.A., Ph.D. 1966
Assistant Professor of English
B.Mus., University of Tennessee; M.A. *ibid.*, 1966, and Ph.D., *ibid.*, 1972.

THELMA E. BIANCO, B.S.Ed., M.A. 1971
Instructor in Art
B.S.Ed., Texas Technological University; M.A., Texas Woman's University, 1969.

CAROLYN LOUISE BLAIR, B.A., M.A., Ph.D. 1948
Professor of English
B.A., University of Montevallo; M.A., 1948, and Ph.D., 1961, University of Tennessee.

JAMES ALBERT BLOY, B.A., B.Mus., M.Mus., S.M.D. 1953
Professor of Music
B.A., and B.Mus., North Central College; M.Mus., Eastman School of Music, 1953; New York University, 1960; S.M.D., School of Sacred Music, Union Theological Seminary, 1964.

*ROBERT JOHN BONHAM, B.Mus., M.Mus. 1965
Assistant Professor of Music
B.Mus., Phillips University; M.Mus., University of Kansas, 1964; Ohio University, 1973-1974.

*On leave of absence for advanced study, winter and spring terms, 1973-1974.

LAWRENCE A. BOROVIAK, B.S., M.A., Ed.D. 1971
Associate Professor and Chairman of the Department of Health and Physical Education
B.S., Florida State University; M.A., Eastern Kentucky University, 1967; Ed.D., University of Tennessee, 1971.

ROBERT BRUCE BRAID, JR., B.S., M.A., Ph.D. 1971
Assistant Professor and Chairman of the Department of Political Science
B.S., Lambuth College; M.A., 1967, and Ph.D., 1970, University of Tennessee.

ARTHUR STORY BUSHING, B.A., M.A. 1947
Associate Professor of English and Director of Continuing Education and Summer School
B.A., Maryville College; M.A., 1948, and 1951-1953, 1966-1968, University of Tennessee; University of Iowa, 1948, 1949; Duke University, 1956.

RICHARD ROY BUTLER, B.A., M.A., Ph.D. 1973
Assistant Professor of Sociology
B.A., William Carey College; M.A., 1970, and Ph.D., 1973, Mississippi State University.

DAVID RAY CARTLIDGE, A.B., B.D., Th.D. 1966
Associate Professor of Philosophy and Religion
A.B., College of Wooster; B.D., McCormick Theological Seminary, 1957; Th.D., Harvard University, 1969.

RALPH THOMAS CASE, B.A., B.D., Ph.D. 1939
Independent Study Editor
B.A., Parsons College; B.D., McCormick Theological Seminary, 1919; Ph.D., University of Iowa, 1929.

RONNIE J. CASE, B.S. 1974
Instructor in Health, Physical Education
B.S., Carson-Newman College; University of Tennessee, 1973-1974.

HERMA RAMSEY CATE, B.A., M.A. 1965
Assistant Professor of English
B.A., Berea College; M.A., University of Tennessee, 1961.

STANLEY M. CHERVIN, A.B. 1973
Lecturer in Economics
A.B., Tufts University; University of Tennessee, 1967-1974.

MARTHA P. COBB, B.S., M.S. 1973
Lecturer in Geography
B.S., Maryville College; M.S., University of Tennessee, 1959.

*RALPH STOKES COLLINS, B.A., M.A., Ph.D. 1935-1945; 1967
Professor and Chairman of the Department of Foreign Languages
B.A., University of North Carolina; M.A., *ibid.*, 1931; University of Munich, Germany, 1932-1933; East Carolina College, 1933-1934; Middlebury College, 1936-1937; Ph.D., Johns Hopkins University, 1938; Russian Institute, Columbia University, 1948-1949; U.S. Army School, Regensburg, Germany, 1951-1952.

ROY MICHAEL DALTON, B.S., M.A. 1974
Lecturer in Mathematics
B.S., Maryville College; M.A., University of Tennessee, 1968; *ibid*, 1972-1974.

WILLIAM HUNTER DENT, B.A., M.S., Ph.D. 1964
Associate Professor of Mathematics
B.A., Maryville College; M.S., University of Kentucky, 1963; Ph.D., University of Tennessee, 1972.

JAMES LAWRENCE DRISKILL, B.A., B.D., Th.M., S.T.D. 1974
Lecturer in Religion
B.A., Pennsylvania State University; B.D., 1949, and S.T.D., 1969, San Francisco Theological Seminary; Th.M., Princeton Theological Seminary, 1957.

*On leave of absence for advanced study, Fall, 1973.

GLEN LLOYD FOSTER, B.S., M.S. 1969
Assistant Professor of Education and Director of Maryville College Environmental Education Center at Tremont
B.S., Virginia Polytechnic Institute; M.S., University of Kansas, 1958.

ELIZABETH THOMAS FOWLER, B.S., B.D., M.A., Ph.D. 1969
Assistant Professor of English
B.A., Birmingham-Southern College; B.D., Vanderbilt University, 1940; M.A., 1963, and Ph.D., 1968, University of Tennessee.

DON G. FRANKS, B.S., M.S. 1971
Lecturer in Economics
B.S., Middle Tennessee State University; M.S., University of Tennessee, 1941.

FILI GONZALEZ GILL, B.A., B.Mus., M.Mus. 1972
Instructor in Music
B.A., Ohio Dominican College; B.Mus., M.Mus., Cincinnati Conservatory of Music, 1948.

ARTHUR HENRY HAFNER, Ph.B., M.A., Ed. D. 1969
Professor and Chairman of the Department of Education
Ph.B., Muhlenberg College; M.A., Lehigh University, 1946; Ed.D., Columbia University, 1955.

EDWARD HENRY HAMILTON, B.A., M.A. 1973
Lecturer in Music
B.A., Maryville College; M.A., New York University, 1940.

MARJA W. HANSON, B.A., M.A. 1972
Instructor in French
B.A., Bucknell University; M.A., Johns Hopkins University, 1971; and 1971-1972.

DIANA K. HARRIS, B.S., M.A. 1973
Lecturer in Sociology
B.S., University of Wisconsin; M.A., University of Tennessee, 1967.

JAMES C. HARRIS, B.S., M.A. 1974
Lecturer in Economics
B.S., University of Tennessee; M.A., Washington State University, 1961; Vanderbilt University, 1965-1969.

*HARRY HAROLD HARTER, B.A., M.Mus., S.M.D. 1947
Professor of Music and Chairman of the Department of Fine Arts
B.A., San Jose State College; M.Mus., University of Nebraska, 1947; S.M.D., School of Sacred Music, Union Theological Seminary, 1961.

GERALD LEE HASTY, B.S., M.A. 1971
Instructor in Health, Physical Education
B.S., East Carolina University; M.A., Appalachian State University, 1964.

JO F. HOBSON, B.S., M.S. 1974
Lecturer in Physical Education
B.S., Tennessee Technological University; M.S., University of Tennessee, 1967.

ALLAN SWARTZ HOKE, B.A., M.Mus. 1973
Lecturer in Music
B.A., Maryville College; M.Mus., Northwestern University, 1966.

ALICE LYNN HOWELL, B.A., M.A., M.S.L.S. 1968
Assistant Professor and Catalog Librarian
B.A., University of Tennessee; M.A., *ibid.*, 1934; M.S.L.S., University of Kentucky, 1968.

ELIZABETH HOPE JACKSON, B.A., M.A., Ph.D. 1935
Professor and Chairman of the Department of English
B.A., Smith College; Editorial staff, Webster's New International Dictionary, 1930-1935;

*On leave of absence for advanced study, fall, 1973.

M.A., University of Michigan, 1940; Ph.D., University of Colorado, 1956; Leeds University, England, 1963.

PAMELA DUNCAN JARVIS, B.S., M.S. 1973
Lecturer in Physical Education
B.S., West Virginia University; M.S., University of Tennessee, 1964.

THOMAS E. JONES, B.S. Ed., M.F.A. 1962
Assistant Professor of Theatre and Speech
B.S.Ed., Northern Illionois State University; M.F.A., Ohio University, 1952; Ohio State University, 1956, 1957; Indiana University, 1963; Louisiana State University, 1967-1968.

JAMES H. JORDAN, A.B., M.A., Ed.D. 1974
Assistant Professor of Physicol Education
A.B., University of South Carolina; M.A., Appalachian State University, 1965; Ed.D., University of Alabama, 1970.

DAN HOWARD KINSINGER, B.A., M.Mus., D.M.A. 1954
Associate Professor of Music
B.A., Eureka College; M.Mus., Northwestern University, 1953; D.M.A., University of Illinois, 1971.

ANDREW L. KLEIN, B.A., M.A. 1972
Instructor in Psychology
B.A., University of Florida; M.A., University of South Florida, 1970; Tulane University, 1970-1972.

GEORGE ALBERT KRAMER, A.B., M.Ed., Ed.D. 1972
Professor of Education
A.B., Rutgers University; M.Ed., *ibid.*, 1939, and Ed.D., *ibid.*, 1958.

MARJORIE THIEL KRATZ, B.A., M.A., Ph.D. 1968
Assistant Professor of History
B.A., University of Massachusetts; M.A., *ibid.*, 1960; Ph.D., University of Oregon, 1965.

LEWIS LEE KULL, B.Mus., M.Mus. 1969
Assistant Professor of Music
B.Mus., University of Texas; Trenton State College, 1962-1963; M.Mus., University of Houston, 1968.

EDITH MERLE LARGEN, B.S., M.S. 1949
Associate Professor of Physical Education
B.S., Maryville College; M.S., University of Tennessee, 1951; and 1960; Florida State University, 1973.

WALLACE LEIGH LEWIS, B.A., M.A., Ph.D. 1962
Associate Professor of History
B.A., University of Akron; M.A., 1960, and Ph.D., 1969, University of Iowa.

NORMAN DUANE LOVE, A.B., M.A., Ph.D. 1967
Associate Professor and Chairman of the Department of Mathematics and Physics

A.B., Albion College; M.A., Western Michigan University, 1962; Ph.D., Michigan State University, 1967.

KATHRYN WORLEY MARTIN, B.A., M.A. 1950
Assistant Professor of Spanish and French
B.A., Vanderbilt University; M.A., 1943, and 1949-1950, *ibid.*, Universidad Internacional Menendez y Pelayo, 1956; University of Madrid, 1956-1959, 1967-1968.

CARL PRESLEY McDONALD, B.A., J.D. 1974
Lecturer in Political Science
B.A., Maryville College; J.D., Florida State University, 1970.

ANDREW L. MILES, B.S. 1971
Instructor in Education and Assistant Director of Maryville College Environmental Education Center at Tremont
B.S., East Tennessee State University; University of Tennessee, 1967-1971.

RODERIC LAFAYETTE MURRAY, III, A.B., M.Div., D.Div. 1972
Lecturer in Sociology
A.B., Western Kentucky University; M.Div., 1969, and D.Div., 1971, Vanderbilt University.

JOHN WILLIAM NICHOLS, B.S., M.S., Ph.D. 1967
Assistant Professor of Mathematics
B.S., Maryville College; M.S., 1967, and Ph.D., 1972, University of Tennessee.

CHOI PARK, B.A., M.L.S. 1970
Instructor and Periodicals Librarian and Cataloguer
B.A., Ewha Women's University; M.L.S., George Peabody College for Teachers, 1970.

RUSSELL DEAN PARKER, B.A., M.A., Ph.D. 1964
Associate Professor of History and Secretary of the Faculty
B.A., Lincoln Memorial University; M.A., 1951, and Ph.D., 1966, University of Tennessee.

MARILYN ROBERTA POLLIO, B.A., M.S., Ed.D. 1973
Assistant Professor of Education
B.A., Brooklyn College; M.S., 1971, and Ph.D., 1973, University of Tennessee.

HARRY BAYARD PRICE, B.A., M.A., LL.D. 1970
Professor and Chairman of the Department of Economics
B.A., Davidson College; M.A., Yale University, 1933; LL.D. Maryville College, 1973.

ROBERT CLINTON RAMGER, B.S., M.S., Ph.D. 1956
Associate Professor of Biology
B.S., Maryville College; M.S., 1962, and Ph.D., 1972, University of Tennessee; University of Minnesota, 1964-1965.

WILLIAM GALE RHODES, B.S., Ph.D. 1972
Assistant Professor of Chemistry and Chairman of the Department of Chemistry On the Aluminum Company of America Foundation
B.S., North Carolina State University; Ph.D., University of North Carolina, 1971.

GRACE O. RODRIGUEZ, B.A., M.A. 1967
Assistant Professor of Spanish
B.A., University of South Florida; M.A., Florida State University, 1967.

JANE W. SAVAGE, B.A., M.R.E., M.A.L.S. 1970
Assistant Professor and Librarian
B.A., Centre College; M.R.E., Princeton Theological Seminary, 1955; M.A.L.S., Immaculate Heart College, 1969.

SALLIE WARTH SCHOEN, B.Mus., M.Mus. 1955
Associate Professor of Music
B.Mus., Oberlin Conservatory of Music; M.Mus., 1952, and 1961-1962, 1964, 1965, 1968, Indiana University; Mozarteum, Salzburg, 1954.

VICTOR ROBERT SCHOEN, B.A., M.Mus. 1955
Assistant Professor of Music
B.A., Miami University; M.Mus., 1952, and 1961-1962, 1963, 1964, 1965, 1967-1969, Indiana University; Mozarteum, Salzburg, 1954; Columbia University, 1966.

MARGARET TURNER SHERER, B.F.A., M.S., Ed.D. 1966

Associate Professor of Education
B.F.A., Oklahoma City University; M.S., 1953, and Ed.D., 1967, University of Tennessee.

*ARTHUR RANDOLPH SHIELDS, B.A., M.S., Ph.D. 1962
Professor and Chairman of the Department of Biology
B.A., Maryville College; M.S., 1939, and Ph.D., 1962, University of Tennessee; U.S. Navy Medical School, 1944-1945.

DANIEL BRITAIN STALLINGS, B.M.Ed., M.A. 1967
Assistant Professor of Music
B.M.Ed., West Texas State College; M.A., *ibid.*, 1958.

CLAUDE Y. STEWART, JR., B.S., B.D. 1971
Instructor in Philosophy and Religion
B.S., Carson-Newman College; B.D., Harvard Divinity School, 1966, 1966-1971; Southern California School of Theology, 1970.

WILLIAM HERMAN SWENSON, B.A., B.A.E., M.A.E. 1962
Assistant Professor of Art
B.A., Maryville College; McCormick Theological Seminary, 1950-1952; B.A.E., 1956, M.A.E., 1960 and 1969-1970, School of the Art Institute of Chicago; Castello Academy, Italy, 1963.

ALTON THEODORE TABEREAUX, B.S., Ph.D. 1972
Assistant Professor of Chemistry
B.S., Florence State University; Ph.D., University of Alabama, 1971; University of Virginia, 1971-1972.

THOMAS W. TAYLOR, B.S., M.S. 1973
Lecturer in Biology
B.S., Maryville College; M.S., University of Tennessee, 1973.

GARY JOSEPH THIBODEAU, B.S., M.S. 1972
Instructor in Physical Education
B.S., Central Connecticut State College; M.S., University of Tennessee, 1973.

VIRGINIA TURRENTINE, B.A., M.A.L.S. 1953
Assistant Professor and Cataloguer in Special Collections
B.A., University of Tennessee; M.A.L.S., George Peabody College for Teachers, 1953.

ARDA SUSAN WALKER, B.A., M.A., Ph.D. 1948
Professor and Chairman of the Department of History
B.A., Maryville College; M.A., University of Tennessee, 1941; Ph.D., 1958, and 1959, University of North Carolina; 1957-1958, Sorbonne.

JERRY EARL WATERS, B.A., M.A., Ph.D. 1963
Professor and Chairman of the Department of Psychology
B.A., Maryville College; M.A., 1960, and Ph.D., 1964, University of Kentucky.

BETTY ANN WERNER, B.S., M.Ed. 1972
Instructor in Health, Physical Education
B.S., University of Tulsa; M.Ed., University of Missouri, 1972.

RUTH HUNT WEST, B.S., M.S. 1973
Lecturer in Physical Education
B.S., University of Tennessee; M.S., 1973, *ibid.*

R. STEVE WILKERSON, A.B., M.A. 1974
Lecturer in English
A.B., Georgia State College; M.A., Ohio University, 1969; Georgia State University, 1969-1973.

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*On leave, *fall term*, 1973.

*MALCOLM M. WILLEY, B.A., M.A., Ph.D., L.H.D., LL.D. 1968
Visiting Professor and Chairman of the Department of Sociology
B.A., Clark University; M.A., 1921, Ph.D., 1926, Columbia University; L.H.D., Clark University, 1945; LL.D., University of Maine, 1952.

DAVID PARIS YOUNG, B.A., Ph.D 1963
Associate Professor, Director of the Project on Futuristics
B.A., Park College; Ph.D., University of Kansas, 1963; Cornell University, 1970-1971.

Other Officers and Staff, 1973-1974

FAITH PARRETT BAIRD, B.A. 1973
Admissions Counselor
B.A., Maryville College.

LYNN ANN BEST, B.A. 1961
Circulation and Reference Librarian
B.A., Maryville College.

FRED LOUIS BLEVINS 1952
Chief Clerk in the Treasurer's Office

CARRIE GILBERT BUCHANON 1973
Receptionist, Administrative Office

MARY JANE CLEGG, R.N., B.S. 1972
Nurse, Ralph Max Lamar Memorial Hospital
R.N., B.S., University of Alabama.

LINDA LEE CLOWES, B.A. 1973
Secretary, Admissions Office
B.A., Maryville College

MATTHEW C. COUZENS, B.A., M.Ed. 1972
Assistant Director of Admissions
B.A., Rutgers University; M.Ed., *ibid*, 1973.

DOROTHY NETHERY CRAWFORD, B.A. 1961
Assistant Order Librarian
B.A., Maryville College.

JAMES J. DAVIES, B.A., M.S. 1971
Head Resident, Women's Residence Hall I
B.S., University of Wisconsin; M.S., *ibid*, 1967; University of Tennessee, 1971-1974.

JEAN GRIFFITH DAVIES, B.A. 1971
Head Resident, Women's Residence Hall I
B.A., Alverno College

LELA RUDD DAVIS 1966
Staff Assistant in Women's Residence Halls

BETTY JANE EGGERS 1957
Secretary in the Treasurer's Office

MARY FRANCES EVERETT, L.P.N. 1973
In Residence, Ralph Max Lamar Memorial Hospital

PAMELA KAY FAULKNER, B.Mus. 1973
Admissions Counselor
B.Mus., Maryville College

*Died February 12, 1974.

PAUL D. FRAEDRICH, B.S. 1973
Food Service Director
B.S., Arizona State University.

MELINDA ANN HARRIS, B.A. 1972
Admissions Counselor
B.A., Maryville College.

ALYNE NESBITT HARRISON 1965
Head of McLoin Memorial Hall

MARGARET PHYLLIS HENNEMUTH, B.A. 1950-1970, 1973
Manager of Bookstore and Supervisor of Campus Service Center (Post Office and Printing)
B.A., Maryville College.

BILLIE SUE HOWARD 1969
Secretary in the Treasurer's Office

JANE HUDDLESTON, B.S. 1954
Secretary to the Dean
B.S., Maryville College.

ELDRIA OLIN HURST 1962
Chief of Security

BRADLEY RICHARD KEHLER 1973
Head Resident, Men's Residence III

COLLEEN ANNE KEHLER 1973
Head Resident, Men's Residence III

MARY O. KEISTER 1971
Head Resident, Margaret Lloyd Hall

PHYLLIS HODGES LINGINFELTER 1972
Office Secretary, Health, Physical Education, and Athletics

KAREN LEE LYLE 1973
Assistant in Communications

H. RICHARD MAHLER, III, B.A. 1971
Associate in Communications
B.A., Maryville College.

JOAN CAROL MALONE 1973
Secretary in the Development Office

DAVID BRUCE MAXWELL, B.A., M.A. 1973
Head Resident, Pearsons Hall
B.S., Maryville College; M.A., Northwestern State University of Louisiana, 1973.

REBECCA SUE MAXWELL 1973
Head Resident, Pearsons Hall

VICTORIA SAMBURG McCLELLAND, B.S. 1954
Assistant to Dean of Men and Dean of Women
B.S., Montreat College; Presbyterian School of Christian Education, 1949-1950.

SANDRA LYNN McMAHAN, B.S. in Ed. 1967
Assistant in Registrar's Office
B.S. in Ed., Maryville College.

MARGARET C. MILLER 1960
Assistant in Registrar's Office

SARAH CATHERINE MILLER, B.A. 1972
Admissions Counselor
B.A., Maryville College.

SHERON WHITE PREWITT 1972
Office Secretary, Fine Arts Center

ROBERT DAVID PROFFITT, B.A., M.D. 1961
College Physician
B.A., Maryville College; M.D., University of Tennessee Medical School, 1955.

BARBARA TURPIN SEMPLE, B.A. 1971
Head Resident, Carnegie Hall
B.A., Maryville College.

SUSAN SMITH SPEAR, B.A. 1970
Assistant in the Treasurer's Office
B.A., Maryville College.

SAUNDRA L. STEPHENS 1965
Secretary and Bookkeeper, Library

RALPH SULLIVAN 1970
Supervisor of Buildings and Grounds

EVA MAE VINEYARD 1955
Cashier in the Treasurer's Office

MARY SLOAN WELSH, B.A., M.A. 1935
Assistant for Student Aid
B.A., Maryville College; M.A., University of Tennessee, 1953.

ELIZABETH V. WELTON 1966
Secretary to the President

REBA A. WILSON 1970
Secretary to the Chaplain

DELORES J. ZIEGLER, B.Mus. 1972
Head Resident, Davis Hall
B.Mus., Maryville College.

J. RICHARD ZIEGLER, B.A. 1972
Admissions Counselor
B.A., Maryville College.

VISITING SPEAKERS AND ARTISTS

February 1, 1973 - January 31, 1974

CONCORD STRING QUARTET

JUDY JACKSON, Nader's Raider, Washington, D.C.

DAVID CALFEE, Nader's Raider, Washington, D.C.

REV. FRANK R. GORDON, pastor, Shiloh Presbyterian Church, Knoxville.

FAUVIAN BOWERS, writer, lecturer, teacher, traveler, linguist.

FATHER STERLING McGUIRE, pastor, John XXIII Catholic Center, the University of Tennessee, Knoxville.

PHILIP STEELE, Affiliate Artist.

REV. DOUG SAGER, pastor, First Baptist Church, Alcoa.

LUCIEN STARK, pianist, Professor of Music and Chairman of the Piano Department at George Peabody College for Teachers, Nashville.

REV. RICHARD AVERY, pastor, First Presbyterian Church, Port Jervis, New York.

DONALD MARSH, minister of music, First Presbyterian Church, Port Jervis, New York.

REV. JOHN T. MATHISON, pastor, New Providence Presbyterian Church, Maryville.

DR. SAMUEL M. KEEN, Consulting Editor of *Psychology Today*.

MARGARET MANN, mezzo soprano, Chicago.

REV. O. L. GILMORE, pastor, Highland Presbyterian Church, Maryville.

PEABODY COLLEGE CHOIR, Nashville.

DOUGLAS MASEK, saxophonist, Instructor at the University of Tennessee, Knoxville.

BLACKEARTH PERCUSSION GROUP

DR. JAMES T. C. LIU, Professor of History at Princeton University, Princeton, N.J.

DR. DEAN RUSK, former Secretary of State, professor of law at the University of Georgia, Athens.

EDWIN J. BEST, budget analyst, Tennessee Valley Authority, Knoxville.

DR. JOHN H. FISHER, Professor of English at the University of Tennessee, Knoxville.

JOHNNY CLEMENTS, director, health, physical education, and athletics, Wake County, N.C., North Carolina area representative for Fellowship of Christian Athletes.

DON CARTER, Executive Editor, *The Macon Telegraph* and *The Macon News*, Macon, Ga.

REV. TROY HASTY, pastor, First Christian Church, Maryville.

DR. W. LEE HUMPHREYS, Assistant Professor of Religious Studies, the University of Tennessee, Knoxville.

DR. CORNELIUS BERRY, Professor of Theology, San Francisco Theological Seminary, San Anselmo, California.

REV. BUFORD KAYLOR, pastor, St. Paul's Lutheran Church, Maryville.

NORTH CAROLINA SYMPHONY CHAMBER PLAYERS, Chapel Hill.

JESSE OWENS, former Olympic track champion.

DR. EDWARD B. LINDAMAN, President, Whitworth College, Spokane, Washington.

DR. ALEXANDER HEARD, Chancellor, Vanderbilt University, Nashville.

ARCHIBALD F. PIEPER, Coordinator of Men's Program, UPUSA, New York.

JEAN AND LEE SCHILLING, Folk singers, Cosby.

DR. WILLIAM R. LAWS, Minister, First United Presbyterian Church, Columbus, Indiana.

H. PETER CLAUSSEN, Director of Tributary Area Development, Tennessee Valley Authority, Knoxville.

DR. CLINTON M. MARSH, Moderator, United Presbyterian Church.

FATHER JOHN HARDON, S.M., Loyola University School of Theology, Chicago.

IBBIE ANN LASTER, Soprano, Newberry, South Carolina.

OPERA DA CAMERA, Knoxville.

ROSEMARY BARRETT AHMAD, pianist, Indiana University, Bloomington.

DR. WILLIAM G. POLLARD, Director, Associated Universities of Oak Ridge.

DR. EDWARD E. C. CLEBSCH, Associate Professor, Graduate Program in Ecology, the University of Tennessee, Knoxville.

BRYAN AND KEYS DUO, flutist and pianist, University of Michigan, Ann Arbor.

SAFIYA SAMMAN, president, University of Tennessee Arab Students Organization.

MARYVILLE-ALCOA CIVIC BALLET

STATISTICAL SUMMARY, 1972-1973

Classification by Classes

Fourth Year	157
Third Year	177
Second Year	183
First Year	237
Special and Part-time Students	29
Total number of students	783

Classification by States and Countries

Alabama	17	New York	38
Arizona	1	North Carolina	19
Arkansas	2	Ohio	43
California	5	Oregon	1
Connecticut	5	Pennsylvania	60
Delaware	12	South Carolina	9
District of Columbia	1	Tennessee	201
Florida	82	Texas	6
Georgia	22	Virginia	28
Illinois	19	West Virginia	1
Indiana	11	Canada	1
Iowa	1	El Salvador	2
Kansas	1	Guiana	1
Kentucky	16	India	3
Louisiana	2	Japan	3
Maryland	18	Korea	1
Massachusetts	8	Nigeria	2
Michigan	3	Pakistan	1
Mississippi	4	Panama	1
Missouri	3	Puerto Rico	1
Nevada	1	Spain	1
New Hampshire	2	Thailand	3
New Jersey	118	West Germany	3

Total Number of Students	*783*
Total Number of States and Countries	*46*

DEGREES CONFERRED 1973

At Commencement, June 4, 1973

Bachelor of Arts

Jane Drew Adair
Kenneth William Ainslie*†
R. Andrew Barker
Cathy Bates†
Karen Joy Beardsley**
Thomas Vance Bennett†
Randall Neal Blair††
Willie Patrick Blair
Susan Jeanne Bradley
Mark Wellington Brookes
Douglas Craig Brown*
Lynn William Brown†
Lowell A. Bunge
Pamela Margie Camp
Douglas G. Chase
Christine Susann Clark
Vickie Lynn Clough*
Vicki Jean Clower
Maria Melissa Collins*
William Richard Corbett
Robert Anthony Cortese*
Robert George Cox*
David Lee Cureton**
Sylvia Nan Cureton
Cheryl Ann Daniels
Emily E. Hager Davis*†
Sally Ann Day
Harry Rine DeYoung, Jr.
Lawrence Walker Dimmick, Jr.
Jane Tyler Dodge*
Suzanne M. Drees
Lance Dunaway†
Thomas S. Faux, Jr.
Deborah Graham Flurkey†
William H. Flurkey III†
Larry Winston Frye
Anthony James Gagliardi
Nancy Catherine Gamble†
Richard Hawes Gaunt, Jr.
Frederick Lawrence Gillespie
Daniel Darlington Gilmore
Stephen Paul Gilmore†
Richard Ware Goode
Robert James Gordon†
Steven Douglas Gordon*
Betty Marie Goshorn
Phillip Lewis Graham, Jr.
Islia Earnest Greeno
Carl Joseph Hafner††
Frank Besselieu Hall
Dean Forrest Harden
Sue Ann Hardrath†
Leon Robert Hart
Barbara Dianne Hatcher
Susan Lee Hayba†
Charles Griffith Hill
Edward E. Hill†
Mark Frederick Hodge**
Anne Elizabeth Holmes
Lydia Alice Hook†
Deborah Gene Horne
Donna Rose Howard
Carla Joyce Hulce
Mark Wallace Humphrey*
Satoru Jo*
Paul Afton Johnson, Jr.
Elizabeth Katherine Joyner
Caroline Vaughan Kennedy†
Joseph Michael Kozel
Paul Lefkowitz
Julian Carr Lentz III
David Leonard Marsden
William Henry Mathieson IV
Kathleen Mayurnik
Martha Jo McCoy†
Donald Lewis McDaniel
Morna Louise McEver†
Kathleen Mary Meier
Bruce Thomas Milligan
Winifred Anne Minear
Randall Gene Minor
Michael Bryant Montgomery†
Nancy Louise Moschini**
Deborah Ellen Mount
Eleanor Anne Murrah
Carol Ann Newill
David Frank Page
Claudia Louise Pancoast
Charles Richard Pardue†
Judith Marie Penry†
Carl Gray Pierce III
Robert Clyde Randall
Fred W. Rhodes†
Betsy Martin Ribble
Elizabeth S. Robertshaw
Harry Edwin Robertshaw, Jr.*
Dorothy Joy Rugh
Douglas Alan Rugh
James Giles Saint IV
Ronald James Salage†
Janne Scherer*
Ralph Charles Sedgwick*
Patti Shelton†
Ruth Marian Shipley*
Mary Hodges Sowders
Nancy Dawn Sterling**
Christine Nicely-Roat Sterner
Bruce J. Swart
Ronald W. Tedford
Nancy Eileen Thompson
Phyllis Elizabeth Tibbetts†
Bradford Bartlett Towne*
Janet Elizabeth Vail†
Kyle Samuel Van Landingham
Jeanette Weaver*
Brenda Alice Weiss
John H. Weston, Jr.*
Glenn Anthony Willis
Mary Gay Wingfield
Diane Alice Wood
Jonathan Matthew Wright
Barbara Jean Zartman

Bachelor of Music

Pamela Kay Faulkner
Lana Henderson Grubis
Stanley Wayne Jack
Dana Susanne Rule
Dale Allen White
Delores J. Ziegler

Doctor of Letters

Harry Bayard Price

Alumni Citation

Paul J. Hartman, Class of 1936

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*Graduated December 20, 1972
**Graduated summer 1973
†Cum laude
††Magna cum laude

Board of Directors

Class of 1974

CATHERINE STOUT BEALS, B.A., *Assistant Recorder* ..... Knoxville
EDWIN JONES BEST, B.A., *Recorder* ..... Maryville
MARGARET M. FLORY, M.A. ..... New York, N.Y.
H. GORDON HAROLD, Ph.D., D.D. ..... Maryville
ROBERT JAMES LAMONT, D.D. ..... Bryn Mawr, Pa.
JOHN MAGILL, D.D. ..... Lakewood, O.
DAN MAYS McGILL, Ph.D. ..... Bala Cynwyd, Pa.
SAMUEL M. NABRIT, Ph.D. ..... Atlanta, Ga.
HILTON A. SMITH, Ph.D. ..... Knoxville
LELAND TATE WAGGONER, M.A. ..... Short Hills, N.J.
HAROLD BLAKE WALKER, D.D. ..... Evanston, Ill.
EDWIN C. WILLIAMS, ESQ. ..... Weirsdale, Fla.

Class of 1975

MILDRED E. DOYLE, M.S., LL.D. ..... Knoxville
JOHN H. FISHER, Ph.D. ..... Knoxville
BLANCH L. GIBBS ..... Marion, Mass.
W. GLEN HARRIS, Ph.D. ..... Santa Fe, N.M.
JULIAN JOHNSON, M.D. ..... Gladwyne, Pa.
ERNEST KOELLA, JR., B.S. ..... Rockford
DOUGLAS LANGSTON, M.B.A. ..... Hopewell, N.J.
NEIL McDADE, M.Mgt. ..... Maryville
JAMES N. PROFFITT, M.D., *Chairman* ..... Maryville
JOHN W. PROFFITT, B.S. ..... Maryville
WILLIAM G. WALKER, Ph.D. ..... Owensboro, Ky.
GEORGE D. WEBSTER, LL.B. ..... Washington, D.C.

Class of 1976

HARRY WARD BROOKS, JR., B.A. ..... Nashville
EDWARD BRUBAKER, D.D. ..... Wichita, Kans.
JOSEPH J. COPELAND, D.D., LL.D. ..... Maryville
CARLE M. DAVIS, B.S. ..... Maryville
JOE C. GAMBLE, B.A., LL.B., LL.D. ..... Maryville
R. ARNOLD KRAMER, B.A., J.D. ..... Knoxville
JACK McSPADDEN, ESQ. ..... Birmingham, Ala.
JANET PATTON MILLS, B.A. ..... Trenton, N.J.
JOHN C. PAGE, JR., D.D. ..... Knoxville
HERMAN E. SPIVEY, Ph.D., Litt.D., *Vice Chairman* ..... Gainesville, Fla.
JAMES R. STOKELY, JR., M.A. ..... Newport
ALGIE SUTTON, B.A. ..... Birmingham, Ala.

Honorary Directors

CLIFFORD EDWARD BARBOUR, Ph.D., D.D. ..... Maryville
DAISY A. DOUGLAS, B.A., LL.D. ..... Weirsdale, Fla.
CLEMMIE JANE HENRY, LL.D. ..... Maryville
ALBERT DUBOIS HUDDLESTON, ESQ. ..... Ormond Beach, Fla.
MILDRED J. LANGSTON, M.A. ..... Rumson, N.J.
JAMES HAYDEN LASTER, D.D. ..... Maryville
GLEN ALFRED LLOYD, J.D., LL.D. ..... Chicago, Ill.
RALPH WALDO LLOYD, D.D., LL.D., Litt.D. ..... Bradenton, Fla.
JOHN NEVIUS LUKENS, D.D. ..... Birmingham, Ala.
NELLIE PEARL McCAMPBELL, B.A. ..... Knoxville
DAVID WILSON PROFFITT, LL.D. ..... Maryville

Calendar for 1974-1975

1974

SUMMER TERM

June 10-28	Session I
July 1-19	Session II
July 22-August 9	Session III

FALL TERM

September 10-12	Workshops for Faculty and All-College Council
September 13	New Students report 9:00 a.m. —Residence halls open—new students only 12:00 noon—Buffet luncheon for new students and parents 2:00 p.m. —Assembly for new students and parents, followed by reception in Chapel courtyard
September 14	Testing and orientation of new students
September 15	Residence halls open for returning students
September 16-17	Registration for freshmen and returning students
September 18	8:00 a.m.—Classes begin
September 19	8:00 p.m.—Opening academic convocation
September 20	8:00 p.m.—Faculty Reception for all students
October 24	English proficiency test for sophomores
October 24-25	1:30 p.m.—Comprehensive examinations for graduating seniors
October 25-27	Homecoming Weekend
November 16	Parents' Day
November 17	"Messiah"
November 26	Classes end

INTERIM TERM

December 2	Classes begin
December 20	Classes end

1975

WINTER TERM

January 5	1:30 p.m.—Residence halls open
January 6	Registration
January 7	8:00 a.m.—Classes begin
February 6-9	February Meetings
March 14	Classes end

SPRING TERM

March 23	1:30 p.m.—Residence halls open
March 24	Registration
March 25	8:00 a.m.—Classes begin
March 30	Easter Sunrise Service
April 17	English proficiency test for sophomores
April 17-18	1:30 p.m.—Comprehensive examinations for graduating seniors
May 30	Classes end
May 31	Alumni Day 3:00 p.m.—President's Reception for graduates and their families
June 1	8:00 p.m.—Baccalaureate
June 2	10:30 a.m.—156th Year Commencement
June 3	3:00 p.m.—Residence halls officially close

Calendar for 1975-1976

1975

SUMMER TERM

June 9-27	Session I
June 30-July 18	Session II
July 21-August 8	Session III

FALL TERM

September 9-11	Workshops for Faculty and All-College Council
September 12	New Students report
	9:00 a.m. —Residence halls open—new students only
	12:00 noon—Buffet luncheon for new students and parents
	2:00 p.m. —Assembly for new students and parents, followed by reception in Chapel courtyeard
September 13	Testing and orientation of new students
September 14	Residence halls open for returning students
September 15-16	Registration for freshmen and returning students
September 17	8:00 a.m.—Classes begin
September 18	8:00 p.m.—Opening academic convocation
September 19	8:00 p.m.—Faculty Reception for all students
October	Homecoming
October 23	English proficiency test for sophomores
October 23-24	1:30 p.m.—Comprehensive examinations for graduating seniors
November	Parents' Day
November 16	"Messiah"
November 25	Classes end

INTERIM TERM

December 1	Classes begin
December 19	Classes end

1976

WINTER TERM

January 4	1:30 p.m.—Residence halls open
January 5	Registration
January 6	8:00 a.m.—Classes begin
February 5-8	February Meetings
March 12	Classes end

SPRING TERM

March 21	1:30 p.m.—Residence halls open
March 22	Registration
March 23	8:00 a.m.—Classes begin
April 15	English proficiency test for sophomores
April 15-16	Comprehensive examinations for graduating seniors
April 18	Easter Sunrise Service
May 28	Classes end
May 29	Alumni Day
	3:00 p.m.—President's Reception for graduates and their families
May 30	8:00 p.m.—Baccalaureate
May 31	10:30 a.m.—157th Year Commencement
June 1	3:00 p.m.—Residence halls officially close

SUMMER TERM

June 7-25	Session I
June 28-July 16	Session II
July 19-August 6	Session III

FALL TERM, 1976-1977

September 10	New Students report

Request Form

If you wish to receive an Application for Admission, or to secure additional information regarding financial assistance, complete the following and mail to:

Director of Admissions and Student Aid
Maryville College
Maryville, Tennessee 37801
Telephone: 615/982-7191

Name_____ Telephone No._____

Address_____
Street

_____
City State Zip Code

High School Name and Address_____

Date graduated (or will graduate) from high school_____

When do you expect to enter Maryville College?_____

Check below the items you wish to have forwarded to you:

- ☐ Application
- ☐ Catalog
- ☐ Other-please specify:_____

Purpose and Objectives

Aware that twentieth century man is threatened by forces leading to the alienation of persons and the fragmentation of life, Maryville College seeks to be a community built upon a single commitment and dedicated to a single purpose. The commitment is to the Christian faith. The purpose is the pursuit of truth in concept and in life. The College recognizes no necessary dichotomy between the intellectual and the religious or between knowledge and values. Man's creation of order out of chaos, his weaving of the fragments of his experience into a meaningful pattern, must call into play reason, experience, and faith—both empiricism and revelation. Although the pursuit of knowing and doing the truth is a single pursuit, the paths leading to it are numerous. An education that truly liberates involves full and free exploration.

All learning begins with assumptions. It is only when they are made clear that one can ask the intelligent questions that lead to discovery. At Maryville College the basic assumptions are that God is the ultimate source of truth, that His highest revelation is through Christ, and that the relationship to God of love and obedience through Jesus Christ is the basis of true life.

Once the student has the security of knowing what the assumptions are, he is free to ask questions, to doubt, and to evaluate as he searches for his own answers and attempts to establish his own identity and his own assumptions. He is led by a faculty dedicated to the pursuit of knowing and doing the truth, sensitive to the Christian commitment, and concerned primarily with teaching. He is aided by a curriculum that provides a common core to insure breadth, perspective, and the discovery of interrelationships, an opportunity for specialization in one discipline to lay the foundation for a vocation or graduate school, and a direction toward independent study that will prepare him to continue his education throughout life. The curriculum is designed to equip him to think and act with independence, imagination, and sound critical judgment, and to communicate effectively.

In the conviction that the most stimulating environment for learning is a vital community, Maryville seeks to establish a community in which students and faculty, of varying backgrounds, abilities, talents, and interests, can unite in a common purpose and freely discuss their differences, recognizing that when differences and tensions no longer exist, man ceases to grow. It seeks to establish a community in which all activities—intellectual, religious, social, cultural, physical—are coordinated so as to prevent distracting fragmentation. It seeks to establish a community in which each member may grow in integrity, ever striving to understand and make a unified pattern of his experiences, but learning to contemplate, with reverence, the mysteries of the universe. The total college experience is designed to prepare the student for effective participation and leadership in the larger community of mankind.

Although the ideal set forth here may be beyond man's grasp, the Maryville students and faculty are united in the belief that they can do no less than work toward it, making the pursuit of truth a dynamic process involving continued redefinition of goals, reorganization of curriculum and community life, and reevaluation of teaching and learning methods.

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